

Gleniffer High School

School Improvement Plan

2025/26

Planning framework

As part of Children's Services, Gleniffer High School has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

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

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment
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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 pupils, parents/carers, teaching and non-teaching 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, Parent Council, consultation groups, Education Scotland feedback and surveys completed by all stakeholders, including external partners.

All information gathered is collated and used to assist us to identify next steps and areas for improvement. The priorities and actions within our school improvement plan meet the needs of the school and articulate with the local and national priorities.

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 Learning Observations, Focus Groups, Surveys, Improvement Plan reviews, attainment analysis and by participating in local authority quality improvement processes.

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

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.

Improvement Priority 1 – Improve attainment of **all** learners through consistently high-quality teaching practice, and improved engagement of young people.

NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education
 Improvement in children and young people's health and wellbeing
 Closing the attainment gap between the most and least disadvantaged children and young people
 Improvement in skills and sustained, positive school-leaver destinations for all young people
 Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Develop knowledge, skills, values and attributes to support children and young people to thrive
 Excellent partnerships in line with GIRFEC
 Inclusive and relevant curriculum and assessment
 High levels of achievement across the curriculum with action to close the poverty-related attainment gap
 Highly skilled practitioners and leaders driving excellent learning, teaching and assessment
 Improving relationships behaviour and attendance with increased engagement in learning
 Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
43% of the learners at Gleniffer High School have recorded additional support needs. This, along with the diverse learning requirements of our school community, highlights the necessity of being proactive in the delivery of learning and teaching, ensuring that all young people can access the curriculum and achieve at the most appropriately challenging level. Our recent HMI report indicated that while attainment is largely in line with the Virtual Comparator, our quality of passes at National 5 and Higher needs to improve. There is a need to focus on classroom experience in differentiation and adaptive teaching to ensure that the needs of all learners are met.	Improve staff confidence and competence in planning and delivering differentiated lessons across all subject areas. Raise attainment for learners at all levels through targeted and well-structured differentiation. Embed inclusive differentiation to better support pupils with additional support needs (ASN) and English as an Additional Language (EAL) learners. Develop pupil independence and ownership of learning through differentiated choice and assessment for learning (AFL) strategies	SLT and L&T Collegiate group will analyse anonymised lesson observations to evaluate good practice in differentiation and adaptive teaching. Repeated on annual basis 2025-2028. Evidence: - Learning Observations show an increasingly consistent use of a range of differentiation strategies. - Pupils demonstrating greater independence and motivation. - Peer review May 2026 with each department leading on their aspect of professional learning, sharing practice with all staff. Pupil surveys from pilot groups at start, mid-point and end of year. One shared survey to be issued by all	Year 1 All teachers will develop their pedagogical knowledge in differentiation and adaptive teaching in the context of their subject areas, through Career Long Professional Learning. All teachers will share professional learning through forums such as Departmental Meetings, Staff Meetings and In-Service. TeachMate AI (PEF) will be used to support all teachers in the delivery of appropriately differentiated lessons. Year 2 Departments will agree on most suitable approaches to differentiation and adaptive teaching for learners and in the context of the subject. All teachers within departments will run a pilot with at least one class to trial these approaches. Year 3 GHS T&L Toolkit will be updated with relevant examples of identified good practice from departments with a focus on differentiation and adaptive teaching.

		teachers to their target group for consistency. Evidence: • Pupil engagement and confidence improving from baseline to end of session survey. Increased teacher confidence in differentiation and adaptive teaching. Evidence: • All departments update schemes of work to reflect differentiated approaches. • Evidence of improved assessment outcomes across all levels. • Narrowing of attainment gaps between cohorts. • ASN and EAL pupils demonstrate progress in line with or above expectations.	
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Improvement Priority 2 – Improve attainment, achievement and wellbeing of all learners by improving attendance.

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Rationale for change	Outcome and Expected Impact	Measures	Interventions
School average attendance continues to be below the levels recorded prior to the pandemic. Strategies have been implemented to support targeted learners, and they are proving effective. However, it is essential to address unauthorised absences and further enhance the average attendance rate, particularly in S3 and S4, which exhibit lower levels of attendance at this critical stage.	School's overall attendance rises to 90%+ by June 2026. S3 and S4 attendance improves by minimum of 3 percentage points by June 2026.	Analysis of school attendance data. Evidence: - Year group data measured monthly, will demonstrate improving attendance by year group. - Annual attendance comparisons will show improvement from 88% 2024/25 to 90% 2025/26. - Authorised absences will be significantly higher than unauthorised absences, improving by a minimum of 25% in 2025/26.	Launch an attendance campaign involving pupils, parents/carers and staff. (PEF) Strengthen partnerships with parents/carers through proactive communication, including termly attendance reports, regular meetings, and an open-communication policy. Collaborate with external agencies to support families facing complex barriers. Implement targeted attendance interventions for S3 and S4 pupils identified as at risk of low attendance. Conduct a staff training session to equip project leads with strategies for identifying and addressing truancy. (PEF) Develop a clear protocol for monitoring attendance which will help to identify patterns of truancy. Implement regular review meetings with project leads to discuss attendance data and strategies.

Improvement Priority 3 – Revisit the school Vision, Values, Aims and Expectations

NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

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Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

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Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

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Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

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Rationale for change	Outcome and Expected Impact	Measures	Interventions
To collaboratively review and revise the school's Vision, Values and Aims to reflect our current and future aspirations	High engagement from all stakeholder groups will lead to revised statements clearly reflect identified values and aspirations. Vision, Values and Aims will be visibly embedded in school culture and practice. Learners will reference values in learning conversations and demonstrate through behaviours in and around our school. Sustained evidence of improved engagement, ethos, and community links.	Stakeholder consultation will provide ongoing measurement of review and implementation. Evidence: - Analysis of survey/focus group data. - Pupil voice surveys and learning walks include observation of value alignment. - Feedback from stakeholders in annual evaluations.	Year 1 Launch a whole-school consultation involving staff, learners, parents & carers, governors, and community partners. Develop and distribute surveys and hold focus groups. Review how leadership decisions and classroom practice reflect our values. Analyse feedback to identify common themes and values. Year 2 Re-draft the Vision, Values and Aims collaboratively. Present drafts to stakeholders for feedback before finalisation. Launch revised Vision, Values and Aims across all platforms and within daily school life. Year 3 Create assemblies and PSE resources. Review and align policies with Vision, Values and Aims. Display Vision and Values throughout the school environment.