



Gleniffer High School

School Improvement Plan

2026/27

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

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

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 the learning and engagement of all learners through high-quality and innovative pedagogical approaches, which support differentiation and adaptive teaching.

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
48% 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 2025/26 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 2026/27 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 2027/28 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, which exhibits lower levels of attendance at this critical stage.	School's overall attendance rises to 90% by June 2027. Unauthorised absence reduces to 5.0% in 26/27.	Attendance of target group monitored using run charts. Annual attendance data will be collected on the same date 25/26 and 26/27. 4-weekly data will be captured using sharepoint and analysed against similar periods in previous session. Unauthorised absence statistics captured and analysed monthly via Business Intelligence. Openings reports reviewed weekly. Unauthorised absences targeted.	1. Focus on unauthorised absence and safeguarding via dedicated clerical support. (PEF) 2. Ensure accurate coding of absences using Renfrewshire's ratified guidance. 3. Focus on internal truancy via staff volunteers for corridor walks and Youth Engagement Officer (PEF) 4. Strengthen partnerships with parents/carers through proactive communication, including termly attendance reports, attendance diaries, regular meetings, and an open-communication policy. 5. Use a data rich approach to identify target groups of pupils requiring attendance interventions. Regular review of target groups (monthly) and amendment as required. 6. STEAM provision (non-attending pupils due to health) to be reviewed and enhanced. Improved system for ensuring and monitoring engagement.

Improvement Priority 3 – Use data informed practice to improve attainment and achievement of all learners.
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Breadth and depth measures demonstrate an overall improving picture for school leavers through our broad and inclusive curriculum offer. Cohort data identifies improvement is required with regard to quality of passes in National 5 and Higher courses.	Top 20% of learners in S4, S5 and S6 will achieve annual average tariff points in line with VC. S3 attainment data and tracking will provide robust data on progress, allowing for earlier intervention to support achievement by end of S4. S3 attainment data and tracking will provide robust data to allow realistic target setting in National Qualifications – individuals and cohorts. Numeracy @ Lvl 5 26/27 65% Numeracy @Lvl 5 27/28 75% <u>Literacy targets TBC</u> All S4 pupils will have banked 1@ Lvl 5 in Customer Service by November 2026. <u>Target for 1@6 TBC</u>	Progression data in BGE will evidence pupil progress across each stage and identify where learners are off-track. Progression data in BGE will identify which pupils are off track from their identified attainment pathway. Senior Phase Assessment Block data will identify which pupils are off track from targets and which departments are at risk of not meeting cohort targets. Level 5 Numeracy Data (S4) against VC. Level 5 Literacy Data (S4) against VC. 1@5 Breadth and Depth measure against VC. 1@6 Breadth and Depth measure against VC.	1. Reinforce culture of high expectations and a commitment to consistent expectations and practice amongst all staff. 2. Develop a shared understanding amongst all stakeholders around what is required for success by exit point. 3. Revisit PPR policy, with particular reference to positive recognition. 4. Implement revised homework policy, with specific focus on BGE. 5. Numeracy interventions in Broad General Education and Senior Phase. 6. Analyse progression pathways against SQA attainment outcomes 2026. 7. Analyse QS and Insight data and use findings to create subject specific plans targeting quality of passes in Senior Phase. 8. Research and implement strategies to ensure wider achievement is captured as part of overall package of attainment. 9. Investigate wider accreditation courses to improve 1@6 outcomes. 10. Change to T&M for reporting S3 progress.

Improvement Priority 4 – Engage with national guidance on Curriculum Improvement Cycle

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Rationale for change	Outcome and Expected Impact	Measures	Interventions
National practice guidance will be published in draft and then finalised by January 2027. With curriculum change coming into effect August 2028, staff need to be fully prepared for implementation.	GHS community will have a clear understanding of our curriculum rationale and how it links to our Vision, Values and Aims.	- Fully developed curriculum rationale. - Registration numbers My World of Work. - Metaskills audit. - Working Time Agreement identified hours.	- Working time agreement will ensure time is allocated to development activities which will support the implementation of the new curriculum. - Curriculum steering group to be formed. - Broad consultation with a range of stakeholders and partners. - An understanding of "the Gleniffer Pupil" and how curriculum supports will be developed. - Curriculum rationale finalised by May 2027. - Target S1 and S3 pupils for Registration on My World of Work, Achievements profile. - Introduce Metaskills as a replacement for our current CRITICaL skills framework. - Audit Metaskills within the curriculum.

Cluster Priority – To develop Racial Literacy and Anti-Racist Practice.

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
In Gleniffer High School, we are committed to creating an inclusive learning environment where every child feels valued, respected and represented. Through self-evaluation activities, staff discussions and our ongoing commitment to equity and inclusion, we have identified an opportunity to further develop racial literacy across the school community. We recognise, as outlined in The Scottish Government Race Equality Framework for Scotland 2016-30 that, <i>"Scotland has a wonderfully diverse society and we are all, each and every one of us, equal citizens and stakeholders of Scotland. Our vision is that Scotland in 2030 is a Scotland where people are healthier, happier and treated with respect, and where opportunities, wealth and power are spread more equally."</i> As Scotland's educational landscape becomes increasingly diverse, it is important that staff have the confidence, knowledge and skills to engage in meaningful conversations about race, identity and inclusion, and to challenge racism effectively when it occurs. A review of our curriculum and learning environment has	Throughout session 2026/27, staff will develop greater confidence and competence in promoting racial literacy and anti-racist practice, resulting in a more inclusive school culture where diversity is celebrated, racism is challenged and all learners feel represented, respected and valued. By June 27, Learners will: • Demonstrate increased understanding of diversity, equality, identity and inclusion. • Show respect for different cultures, backgrounds and experiences. • Report feeling safe, included and represented within the school community. • Feel more confident in recognising and challenging stereotypes and prejudice. Staff will:	Pupil surveys pre and post implementation of interventions. The surveys will show measurable growth in pupils' racial literacy, more positive attitudes towards diversity, and an improvement in the overall school climate regarding race and inclusivity. Increased engagement with race-related discussions and a sense of empowerment to act against discrimination would also be positive indicators of the success of the interventions. Staff audit, using the NEU Framework for Developing an Anti-racist Approach, pre and post implementation of interventions. Professional development evaluations.	Professional Learning • Educational Psychologist to deliver staff training on racial literacy, unconscious bias and anti-racist practice. • Engage with national guidance and resources from Education Scotland and the Scottish Government. • Facilitate professional dialogue throughout the year. Curriculum Development • Conduct an audit of curricular resources. • Increase representation of diverse authors, historical figures, scientists, artists and role models. • Embed learning about diversity, equality and inclusion across curriculum areas. • Develop progressive learning experiences linked to Rights Respecting Schools. Learner Participation • Establish a pupil focus group to gather views on inclusion and representation. • Create opportunities for learners to lead assemblies and awareness campaigns linked to diversity and inclusion. School Environment • Audit displays, resources and library materials to ensure diverse representation.

highlighted the need to ensure that diverse perspectives, experiences and achievements are consistently and authentically represented throughout learners' experiences. By developing racial literacy and embedding anti-racist approaches across the school, we aim to strengthen pupils' understanding of equality, foster a greater sense of belonging for all learners and ensure that our curriculum reflects the diverse world in which our children live.	• Demonstrate increased confidence in discussing race and racism. • Consistently challenge discriminatory language and behaviour. • Plan learning experiences that reflect diverse perspectives and contributions across the curriculum. In the School Community: • Families will feel welcomed, respected and included. • The school environment will reflect and celebrates diversity. • A culture of equity, inclusion and belonging is evident across the school. Tracking of racist incidents will result in: • Increased awareness and vigilance • Improved reporting and accountability • Specific targeted interventions • Greater support for affected pupils • Reduced recurrence of incidents • Enhanced inclusive school culture • Better informed policy development • Further build parental engagement and trust	Quantitative Measures • Staff participation in professional learning related to racial literacy and anti-racist practice. • Increase in staff confidence levels as measured through pre- and post-evaluation surveys. • Curriculum audit completed across all stages. • Diversity audit of school resources, displays and library stock completed. Qualitative Measures • Learner focus group demonstrates improved understanding of diversity and inclusion. • Staff evaluations evidence increased confidence in addressing racism and facilitating discussions about race. • Parent and family feedback indicates that the school is welcoming and inclusive. • Learning walks and classroom observations show increased representation of diverse cultures, identities and experiences.	• Develop inclusive displays that reflect the identities and experiences of the school community. • Celebrate diversity through ongoing learning rather than isolated events. Family and Community Engagement • Seek feedback from families regarding inclusion and belonging. • Promote opportunities for families to share cultural experiences and traditions. • Strengthen partnerships with organisations that support equality and anti-racist education.
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