

Renfrewshire Council Children's Services

Gleniffer High School Improvement plan

2015 – 2016

Vision

Renfrewshire's Council Plan and Community Plan sets out a vision for Renfrewshire, identifying the challenges and opportunities and provides a framework for improving outcomes for the citizens of Renfrewshire.

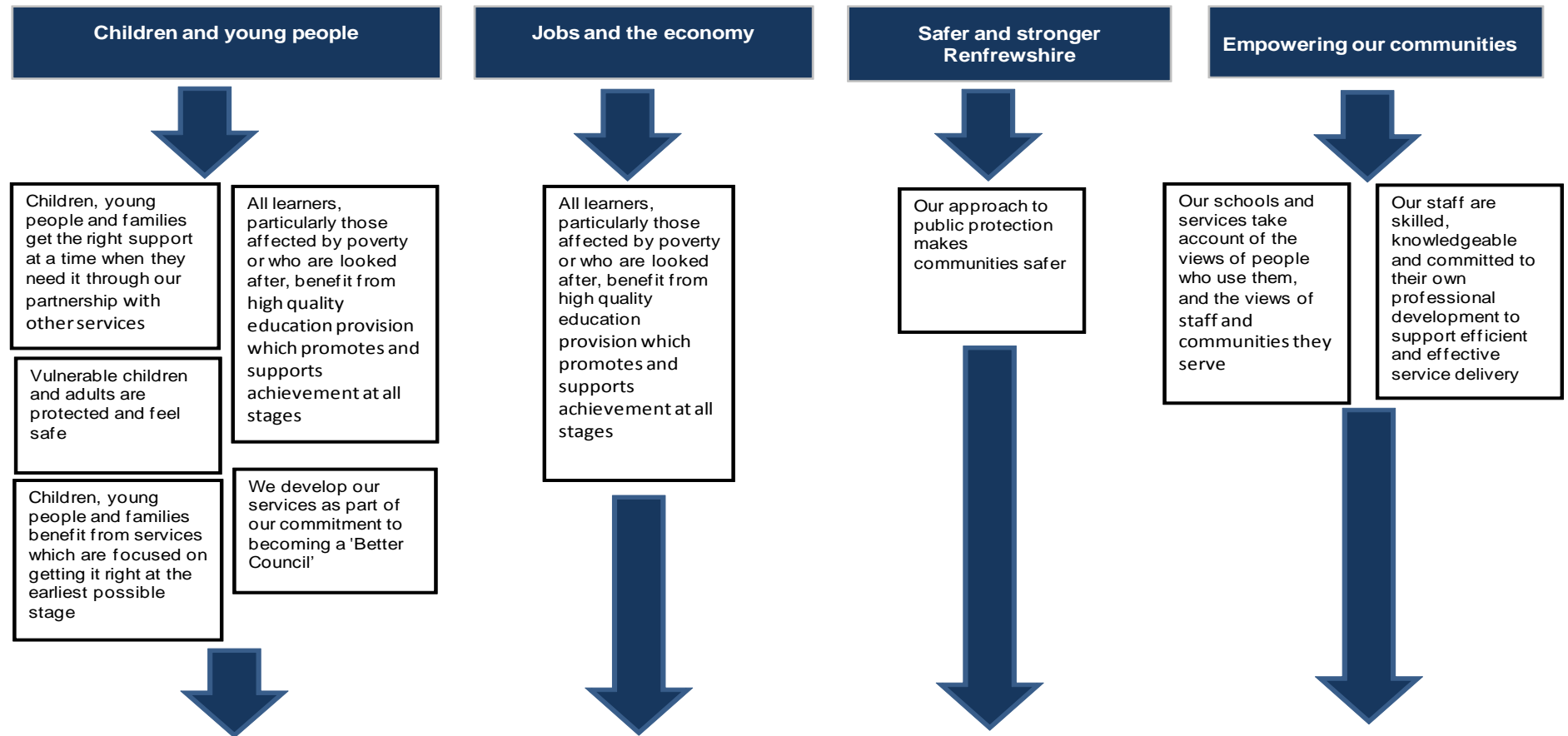
From this, Children's Services has developed an action plan setting out how it intends to achieve the outcomes identified in the Council and Community Plan.

As part of Children's Services, Gleniffer High School has developed this school improvement plan which provides a framework for how we intend to continue our work towards achieving better outcomes for those associated with our school community.

In both the national and local context, curriculum for excellence, getting it right for every child and closing the poverty attainment gap are the focus for education and responding to these priorities will be a central aspect for Gleniffer High School since they are central to preparing and supporting children and young people for the future.

The priorities within this plan set out how we will improve our school and work towards achieving the vision for our school and for Renfrewshire.

Improvement planning framework



School improvement plan

Our vision and aims

The vision of Gleniffer High School:

- To provide a safe and welcoming school
- To raise and maintain expectations and standards
- To provide the highest quality of learning and teaching in all subject areas
- To provide appropriate and meaningful support for all pupils
- To provide professional and personal support for all staff
- The promotion and acceptance of our school values - Co-operation, Friendship, Honesty, Respect, Responsibility and Trust
- To be a successful, ambitious school that promotes high attainment and achievement for all pupils
- To provide opportunities for participation in extra curricular activities
- To work in partnership with parents, community members and agencies
- To create a positive climate of self evaluation and reflection

The aims of Gleniffer High School are:

1. Provide a high quality curriculum which is appropriate, balanced and stimulating for all pupils.
2. Ensure that all pupils achieve their highest level of attainment.
3. Develop and improve the quality of Learning and Teaching to meet the needs of all pupils.
4. Provide appropriate support for all pupils in personal, social, curricular and vocational development.
5. Create a welcoming, caring and safe environment for all users.
6. Make best use of available staff, resources, accommodation and school finances.
7. Maintain a high standard of management and leadership.

Who did we consult?

In developing this plan, we sought the views of staff, parents and pupils. We also 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:

Consultative groups:

Senior Management Team: Head Teacher consults with Depute Head Teachers and Business Support Manager on strategic school planning through the weekly Senior Management Team meeting and through regular formal and informal individual meetings

Extended Management Team: the Head Teacher and Depute Head Teachers meet with the Principal Teachers monthly to consult and discuss school administration, strategic planning and improvement planning

Departmental Meetings: Principal Teachers meet with their staff regularly through department meetings outside the pupil day to discuss learning and teaching, administration, performance management, behaviour management, strategic departmental planning and improvement planning

Extended Support Team: support staff; covering guidance, learning support, behaviour support and external agencies are consulted on the management and agreed provision of support for pupils through the extended support team procedures.

Senior Management and Principal Teacher meetings: individual department meetings continue to be held once per term to discuss Learning and Teaching, Attainment, Improvement Planning, Curriculum for Excellence, Quality Assurance, Behaviour Management and Staff Development

Staff Collegiate Working Groups: opportunities for shared responsibilities and distributed leadership are available to all staff through the school collegiate working groups. Agreed school improvements are divided amongst SMT and Principal Teachers while unpromoted staff are also offered the opportunity to volunteer for these groups if they have a particular interest or area of strength.

Staff Focus Group: meetings during prelim or SQA exams with staff to discuss specific issues relating to the school

Parent Council: the council meets once every month to discuss national, council and school issues and to hear the Head Teacher's report on school developments, improvements and successes

Pupil Councils: pupils elected from each class represent their year group in discussing pupil centred issues with their respective year group head

Pupil Focus Groups: Individual year group focus groups to discuss year group and whole school issues relating directly to pupil issues, learning and teaching and school improvement.

Parents: In-school surveys and Education Scotland Questionnaires (S1, S3 and S5)

Pupils: Whole school and individual department/faculty surveys through departments. Education Scotland Questionnaires (S1, S3 and S5)

How we will know if we are achieving our aims?

We will monitor and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this by then following methods during the course of the session:

- Whole school and departmental quality assurance calendars. Review of whole school calendar with changes to details and the inclusion of an agreed impact for each procedure.
- Review of the whole school and department quality assurance programme using the quality indicators from HGIOS indicators.
- Weekly Senior Management Team meetings to discuss; administration, school improvement planning and strategic actions.
- Monthly and specific after school Extended Management Team meetings with department and faculty Principal Teachers to discuss; administration, school improvement plans and strategic actions
- Regular department meetings, as agreed through the school negotiating committee, outside the pupil day to discuss administration and department improvement plans. Attendance by SMT is the expectation.
- Timetabled SMT and Principal Teachers' meetings once each term to discuss the school's agreed Planning Framework which includes attainment, learning and teaching, improvement planning, Curriculum for Excellence, quality assurance, behaviour management and staff development.
- A programme of staff meetings on each in-service day to monitor the developments within Curriculum for Excellence.
- Whole school working groups to develop the following areas:
Attainment, Health and Wellbeing, Learning and Teaching, Recognising and Realising Children's Rights, Pupil Support and Calendar Planning
- In school programme of support, linked to Local Authority programme of support, for student teachers and Newly Qualified Teachers

- Staff Focus groups during prelim and SQA exam leave chaired by Head Teacher
- Regular review of pupil and departmental performance in certificated courses through attainment tracking using individual monitoring sheets and SEEMIS Click & Go management information system.
- Sixth year of individual year group focus group meetings with Head Teacher
- Pupil questionnaires and discussion groups on specific areas of development e.g. extra curricular activities, learning and teaching
- Invitation to parents and carers, through the end of term newsletter, to the Head Teacher Information meetings. Parent and carers feedback section 'Gleniffer High School Cares' in the end of term newsletter.
- Information evening with question and answers section to allow parents the opportunity to discuss issues relating to the implementation of Curriculum for Excellence
- The school continues to actively seek the views of pupils, parents and staff through the annual Education Scotland questionnaires issued to S1, S3, S5 and staff.

Each year we also complete a self-evaluation profile which is monitored by our link education officer within headquarters.

Children's Services – Service Improvement Plan Actions

This section sets out the actions relating to education in the Children's Service Plan.

Service outcome 1: Children, young people and families get the right support at a time when they need it through our partnership with other services

Ref	Action
1.1	Continue to implement GIRFEC and GIRFEL policies
1.2	Develop a plan to implement the GIRFEC elements of the Children and Young People Act, including Named Person and the single Child's Plan
1.3	Review our single agency arrangements for screening and resource allocation to ensure partnership approach where appropriate
1.6	Use early intervention family learning and parenting programmes to raise expectations and aspirations of both children and adults to promote a culture that values family learning and achievement
1.7	Implement the recommendations from the Scottish Government's Developing Scotland's Young Workforce
1.8	Work with partners in Development and Housing Services around supported employment opportunities for young care leavers

Service outcome 2: Vulnerable children and adults are protected and feel safe

Action number	What do we plan to do as a service?
2.1	Review and implement changes to our managing and storing information policy in line with national guidance
2.2	Update our child protection training programme to include training for trainers 5, internet safety, child protection and child sexual exploitation
2.3	Continue to monitor child protection management information to ensure compliance with revised standard circular 57
2.4	Continue to implement the provisions of the Equality Act 2010

Service outcome 3: Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage

Action number	What do we plan to do as a service?
3.1	Develop a nurture strategy across all sectors focusing on early intervention, children’s rights and the promotion of emotional literacy and wellbeing
3.2	Continue to develop the Promoting Positive Thinking Strategies (PATHS) programme in our primary schools
3.3	Continue to embed and evaluate the early years and early intervention strategy and explore the possibility of extending to a further two geographical areas
3.4	Promote health and well-being among young people through peer education programmes
3.5	Tackle inequality in life chances which arise as a result of deprivation or other factors

Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages

Action number	What do we plan to do as a service?
4.1	Implement the recommendations from the tackling poverty commission report
4.2	<p>Continue to develop the curriculum to ensure all children receive their entitlement under curriculum for excellence. In particular:</p> <ul style="list-style-type: none"> • continue to improve levels of attainment for all; • evaluate the broad general education (BGE) in secondary schools; • continue to improve our approach and practices of transition; • continue to implement the 1+2 approach in modern languages; • increase the focus on developing literacy • evaluate the use of standardised assessment to support professional judgement through BGE • continue to implement the action plan of the Skills for Success group to develop Scotland's young workforce
4.3	Continue to monitor compliance with standard circular 8 to ensure continued reduction in schools exclusions
4.4	Review our provision of social, emotional behavioural needs (SEBN) support to secondary sector to ensure learners experience their entitlements under curriculum for excellence

Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages

Action number	What do we plan to do as a service?
4.5	Review processes and practice to ensure the needs of all learners are met, particularly those who are outwith mainstream education provision
4.6	Promote wider education achievement through accredited and non-accredited awards
4.7	Develop skills for learning, life and work through quality youth and outdoor learning programmes
4.8	Build personal growth and resilience in adults through confidence building and motivational adult learning programmes
4.9	Reduce inequalities so adults in Renfrewshire improve their life chances and communication skills, and increase their participation as family members, workers, citizens and lifelong learners
4.10	Develop and implement an action plan for improving the attainment of looked after children

(Service outcome 5: Not relevant to educational establishments)

Service outcome 6: Our schools and services take account of the views of people who use them, and the views of staff and communities they serve

Action number	What do we plan to do as a service?
6.1	Engage with stakeholders to continue to improve the children's services support service
6.2	Continue to engage with parents, on the reporting of pupil progress, profiling and achievements
6.3	Empower young people to have a voice, take part in decision making and make a positive contribution to the community through youth voice and volunteering
6.4	Strengthen our approach to engagement with our full range of stakeholders

Service outcome 7: Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery

Action number	What do we plan to do as a service?
7.1	Continue to implement Teaching Scotland's Future through the development of our leadership strategy and develop our progress and learning programme
7.2	Develop a programme of additional support needs (ASN) continuous professional development (CPD) to meet the needs of all staff in educational settings

Service outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'

Action number	What do we plan to do as a service?
8.1	Develop and embed a shared vision and culture for the new Children's Services
8.2	Implement, with partners, the recommendations from the multi-agency inspection of integrated children's services in Renfrewshire
8.4	Continue to embed self-evaluation and improvement across all our establishments and services
8.5	Deliver improvements to information systems to support joint working across the service and with partners
8.6	Continue to develop and implement the school estate management plan

Gleniffer High School Strategic Actions 2015 – 2016

Task No.	Strategic Actions	Responsibility
School strategic actions from Children's Services – Service Improvement Plan Actions		
1	Children, young people and families get the right support at a time when they need it through our partnership with other services	Evelyn Feggans Depute Head Teacher
4	All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages	Heather Prentice and Aileen Sangster Depute Head Teachers
7	Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery	Lynne Hollywood Depute Head Teacher
9	Quality Assurance	Lynn Hollywood Depute Head Teacher
School Collegiate Groups		
1	Raising Attainment	Collegiate Group
2	Health and Wellbeing	Collegiate Group
3	Learning and Teaching	Collegiate Group
4	Pupil Support	Collegiate Group
5	Global Citizenship	Collegiate Group
6	Calendar planning	Collegiate Group
Gleniffer Cluster (pre five, primary and secondary)		
1	Continue to improve levels of attainment for all through an agreed vision - tasks incorporating pre five, primary and secondary needs	Gleniffer Cluster staff

