

Barrhead High School

Standards and Quality Report 2017-18

Context of the School

Vision, Values and Aims

Pupils, parents and staff worked together to create a vision statement and to identify the core values for the community:

Vision:

Barrhead High will provide a safe environment in which pupils, staff and parents feel valued, respected and included.

We aim to deliver a high quality learning experience for all which will motivate pupils to aim for and reach the highest standards of attainment and achievement within their potential.

Values:

Responsibility

Excellence

Success

Perseverance

Equality

Confidence

Teamwork

At the heart of these values lies

RESPECT

- respect for each other and respect for yourself.

Cluster Schools

The Barrhead Cluster comprises Barrhead High School together with Carlibar Primary, Cross Arthurlie Primary School and Hillview Primary School.

Links

Barrhead High School has a strong, active and supportive Parent Council. The school is increasing the number of partnerships which it has with various people or groups in the local area.

Background Factors

School Roll		594		
FSM		15.1%		
LAC		16 (2.8%)	previous	22 (3.9%)
SIMD 1-3		35.8%		
SIMD 1-4		56.8%		
Lowest 20% (ERC)	S1	50.0%	School	40.8%
	S2	44.0%		

Improvement Plan Priorities

School priorities as per the 2017/18 School Improvement Plan:

1. To ensure effective leadership and management of the school community
2. To offer learning provision of the highest quality
3. To improve the levels of successes and achievement of all pupils

Method of Gathering Evidence

The evaluative judgements made throughout the Report are based on evidence gathered from the following sources:

- Systematic analysis of SQA, Curriculum for Excellence (CfE) and Standardised Test attainment data at both school and Cluster level
- Systematic analysis of other key performance data e.g. finance, attendance, exclusion, School Leaver destinations
- Systematic evaluation of performance against Local Authority targets
- Regular meetings of School Teams at all levels including Senior Leadership Team (SLT), Principal Teachers (PTs), Faculty and Departmental Teams and School Working Groups including meeting minutes
- SLT link arrangements with Faculties/Departments
- Regular meetings between Head Teacher and Teachers' Professional Representatives
- Systematic reviews of School and Faculty Improvement Plans
- Systematic use of How Good is our School? (HGIOS) 4 self-evaluation documentation
- Extensive programme of lesson observations based on HGIOS 4 QIs
- Extensive programmes of moderation at school / cluster / local authority levels
- Informal and formal consultation / focus groups / surveys / evaluations with staff, pupils, parents, partners and other stakeholders
- Input from Parent Council
- Pupil focus groups
- Staff involvement in PRD programme
- The Rights Respecting School GOLD Level Assessment (Oct 2018); The Advancing Excellence & Equity Presentation to the Director of Education and the Head of Service (Nov 2017); ERC Transition Review (Nov 2018)

How good is our leadership and approach to improvement? (1.1, 1.2, 1.3) Evaluation: VERY GOOD	
NIF Priority 1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children	School Priorities 1. To ensure effective leadership and management of the school community
NIF Driver(s) 1 School leadership 2 Teacher professionalism 5 School improvement	Local Improvement Plan – Expected Outcome / Impact 3 Excellent Experiences
Progress, Impact and Outcomes 1.1 Self-evaluation All faculties have worked further in self-evaluation, with an increasing emphasis on pupil input. For example: <ul style="list-style-type: none"> • The Reading programme was audited by English class teachers with almost all pupils showing progress, in some cases 3 months but others extending to 3 years. • Following the Maths Review (Feb 2017), individual pupil views were sought through both one to one Learning Conversations and through Microsoft Forms. The whole department conducted the LCs using a maths department template and carried out the conversations as per the self-evaluation calendar. • Social Subjects staff have used Microsoft Forms extensively across the faculty to gain pupil views on revision topics and tasks and evaluate new courses and materials. • Science teachers added a structure, timetable and feedback proformas to the departmental Peer Observation programme. This has helped to keep track of and share good practice in the department. Non-specialist teachers in the discrete sciences are now more confident about the practical aspects of the course. There is also a greater awareness of what is happening across the department, leading to greater consistency of teaching. • Pupil-led evaluation is included regularly in the Expressive Arts faculty, taking a range of forms including verbal feedback, written formative feedback and summative assessments as well as making use of the Expressive Arts Performance Booklet for BGE pupils which incorporates a pupil-version of the Es&Os. Pupils discuss the Curricular Progress Records with staff and update them throughout the academic year. 1.2 Leadership of learning Pupil evaluations making an impact Pupils' input and feedback is making an impact on leading and directing the learning across the school. For example: <ul style="list-style-type: none"> • Pupil evaluations of the Library time commented on how enjoyable it is and how successful it has been in encouraging reading. The national "100,000,000 Minutes" Event was very successful - this took place over 5 days in BHS and a total of 115,488 minutes was achieved. Each S1 pupil had a "minutes" notebook and activities to involve parents and carers. Certificates of achievement were issued to pupils (and parents) of S1/2. • In Science, pupil surveys continue to provide valuable feedback on the type of learning the young people prefer with a focus this session on the style of Chemistry booklets. Most young people liked the current write-in booklet but also stated a preference for a more interactive method of producing notes in the classroom. Consequently, the young people have made notes of lessons, with the guidance of their teacher, in their own notebook. They make use of the summary notes booklets to do this, and also have a copy at home as a safety net. This has led to increased focus in the classroom as complete notes are being taken rather than just filling in some blanks. • In skills-based courses in the Expressive Arts faculty, pupil choice and personalisation 	

was a focus with pupils in S1 being offered choice in their final assessment for a voice unit in Drama, creating their own storyline for a radio drama, which they will rehearse for and record themselves; in Music pupils chose their instruments for group performances after initial taster sessions; and in Art and Design pupils led learning (acting as teacher for a lesson) as a pilot, and this will be continued into next session.

- The school has introduced **Curricular Progress Records (CPRs)** across all subjects in S1-3. Pupils will use these to self-evaluate their own progress through courses, focusing on next steps in learning. This will be further developed next session.

1.3 Leadership of change

Moderation

Moderation has been given a high profile nationally, in the local authority and at Cluster and school level. All departments participated in the ERC Secondary Moderation programme and a member of staff from each department was trained and fed back to other staff. This has improved teacher confidence in making judgements on whether pupils have achieved a level in Curriculum for Excellence. For example:

- One Maths teacher is a member of the authority's moderation group, working for consistency across the ERC secondary schools in making judgements about pupils' attainment levels. Another is an authority representative on The Glasgow City Council maths recovery program in response to the Making Maths Count report.
- As a result of the ERC moderation programme and the issue of CfE Benchmarks we reviewed and amended our BGE Science course. Each staff member took responsibility for 2 units of work to ensure that the whole course had an appropriate spread of the various types of assessments and that the learning material is accessible by both staff and young people. We will roll the new content out to classes at change of timetable and the impact will be used to evaluate the effectiveness of the changes.
- As part of the ERC moderation programme looking at S3 and the CfE Benchmarks, the Computing and Technical departments audited their courses to ensure they had an appropriate spread of different types of assessments and that the learning material was accessible to both staff and young people. Results in the S3 exams indicated a positive impact.
- Health & Fitness staff reported more confidence in making judgements on their own pupils following feedback from the moderation process.
- The **Learning & Teaching Group** has continued to play a key role in sharing good practice and leading learning across the school. More than half the staff will regularly attend the voluntary sessions and staff from all faculties are involved. This year, pupils and parents have also participated and pupils led one complete session. Staff will share ideas and practices and then try these out in their individual classes.
- All English staff were involved in creating pupil-friendly **Benchmarks** posters for all classrooms. Pupils are encouraged to use these to set their own targets and to reflect on their progress. All BGE teachers use these to assess work and explain next steps. A clear improvement in pupils' ability to articulate levels and in staff ability to provide achievable next steps for pupils has been achieved.
- French staff have taken a leading role in the design and development of new BGE **assessments in S1 and S2** in line with the new "Studio" resource. Pupils have responded positively to the new resource, particularly the interactive nature of the course, incorporating digital learning in every lesson. This has had a significant impact on levels of pupil engagement and motivation.
- BHS initiated and hosted a **recruitment event** to share good practice across all ERC high schools in relation to Developing the Young Workforce (DYW). This event was well received by attendees from all 7 local authority high schools and will be used to enrich and inform our planning for DYW events next year. The event was led by the Support Department but other staff were involved – for example, staff from the Technologies faculty, among others, led a telephone-interview training event for pupils, and worked with Scottish Power delivering a recruitment and selection session.

1.4 Leadership and management of staff

- An increasing number of our staff have participated in Masters level learning, often with associated projects which impact across the school.
- The PT Modern Languages is the **ERC Lead Practitioner** with responsibility for L3 development (Spanish, Mandarin and Italian) and for the primary and secondary Confucius Hubs. This has provided an opportunity for extensive professional development including leading authority CLPL (Career Long Professional Learning) events for primary colleagues this session. BHS pupils and staff have also benefited from opportunities associated with this remit, eg China Immersion Trip, staff Mandarin workshops, delegation from China visiting BHS, future China trip to be organised for pupils and Mandarin teachers working with BHS pupils.
- The **Improvement Groups** initiative was introduced with the aim of allowing school staff to share the leadership of developments across the school community relating to items in the School Improvement Plan and to enable all staff to be instrumental in progressing school priorities. They have encouraged a number of staff to take on leadership roles and all staff to participate directly in various areas of school improvement including Digital Literacy, Achievement, Literacy & Numeracy, DYW, IDL, Quality Assurance and Health & Wellbeing. Developments in each area were shared with the rest of the school staff in collegiate time activities. Feedback following participation was very positive with 59% of staff giving it a 5 or 4 star rating as a 'worthwhile development for taking forward school priorities'. Only 17% felt they had not been able to make a positive contribution to the work.

1.5 Management of resources to promote equity

- The PT Development with responsibility for Digital Literacy coordinated a programme issuing all pupils living in areas with SIMD 1 or 2 with a **chromebook**. See below.

Next Steps

1.1 Self-evaluation

In addition to its own self-evaluation, the school will also participate in the new ERC Collaborative Improvement Visits programme involving all the secondary schools. For example:

- The Social Subjects faculty will continue embedding new T&L ideas into courses based on feedback from pupil-led session including rewards, learning conversations and feedback.
- Science plans to measure and analyse the impact of new teaching learning strategies and pupil booklets to evaluate their effectiveness.

1.2 Leadership of learning

The **Curricular Progress Records (CPRs)** will be further developed next session with a particular focus on skills and knowledge in S1/2 together with at least 3 learning conversations per pupil, per subject. For example:

- PE staff have planned that most of the main BGE assessments and all the CPRs will be completed on specific periods spread out through the session, allowing a more structured approach to learning conversations as part of assessment.

1.3 Leadership of change

- The English Dept will maintain moderation exercises to ensure teacher confidence at all levels, with a particular emphasis on CfE writing judgements at S3 and the new Spoken component in N5.
- The Benchmark posters will be rolled out across the Cluster Primaries and BHS has copies of Early and First levels to ensure consistency.
- The Modern Languages Faculty will continue to move to diversify the range of foreign languages offered and to increase the range of curricular and extra-curricular language-learning opportunities available to pupils.

How good is the quality of care and education we offer? (2.2, 2.3, 2.4) Evaluation: VERY GOOD	
NIF Priority 1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children 4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people	School Priorities 2. To offer learning provision of the highest quality
NIF Driver(s) 2 Teacher professionalism 3 Parental engagement 4 Assessment of children's progress 5 School improvement 6 Performance information	Local Improvement Plan – Expected Outcome / Impact 1 Everyone Attaining 2 Everyone Achieving 3 Excellent Experiences
Progress, Impact and Outcomes 2.2 Curriculum Developing the Young Workforce (DYW) The DYW programme has been a priority at national, local authority and school level. A number of new initiatives have been introduced to progress this. For example: <ul style="list-style-type: none"> • Geography / History / Modern Studies /Travel &Tourism careers standards have been audited and identified in the Broad General Education (BGE) and senior phase. This confirms our courses are meeting the Careers National educational standards that all young people are entitled to. All S3/4 Geography units have a DYW video embedded in them to show pupils links to the world of work, widening career aspirations and giving pupils clear links to career education. • DYW links continue to be built into the Technologies faculty courses: The STEM (Science, Technology, Engineering & Maths) ambassador program has been increased with 2 visits this year to S3 Computing science – linking curriculum to careers in computing sector and skills that pupils require to develop. • In the Expressive Arts faculty, all staff have started embedding more pronounced references to the world of work into their teaching and classroom environment. There is a faculty-wide emphasis on “Creativity” and its transferability to the workplace, with appropriate materials on display and referenced explicitly during teaching. • More active learning approaches were used in Maths this year. Computer based ‘Maths Workouts’ were used as an alternative to traditional methods and pupils were fully engaged as the package had excellent graphics and continuously allowed the pupils to correct their work as they completed each example. • The RME programme for S1-S3 has been revamped and is tailored to provide evidence of meeting the CfE benchmarks for assessment. • To further meet the needs of pupils, support staff have introduced an SQA course in Retail at N5 level in which we achieved a pass rate of 70%. (Those who did not pass the course did achieve individual units). Excellent feedback from external moderators highlighted the work placements secured with John Lewis, now one of our business partners, as a feature of good practice. Increasingly we are using Labour Market Information (LMI) to help inform decisions in relation to appropriate courses. LMI suggests retail continues to be a growth sector and given our proximity to Silverburn, Braehead and Glasgow there are numerous employment opportunities for young people in this sector within commuting distance. • A Uniformed and Emergency Services course has also been introduced to meet the needs of a small cohort of pupils, some of whom have expressed an interest in joining 	

one of the services on leaving school.

2.3 Learning, teaching and assessment

Tracking and Monitoring

All departments have continued to develop tracking & monitoring within their area. For example:

- In the Social Subjects faculty, all tracking and monitoring spreadsheets have been refined to include information on pupils' SIMD (Scottish Index of Multiple Deprivation) levels. This ensures staff are aware of any potential barriers to learning due to equity factors and to offer more targeted support, particularly for coursework assignments and revision.
- Similarly, the Expressive Arts faculty has trialled a new spreadsheet for all departments including information on SIMD, LAC (Looked After children) and Standardised tests. The rationale behind the introduction of a collective database ensures that all staff gain information quickly and easily in order to tailor the curriculum to suit learners needs and ensure targeted support where appropriate.
- In Science, a PT Tracker page was developed for the tracking spreadsheet which records learning conversations, the type of support put in place and the impact of the conversations. Class teachers have their conversations and referrals are made when necessary, and the communication with the learners, consequence and the impact is recorded. This session, it was piloted with a limited number of young people and learners who needed some targeted support and encouragement were identified and helped more effectively.

Interdisciplinary Learning (IDL)

There has been an increased focus this session on 'joined-up' working across different faculties or subject areas, in addition to the discrete activities. This has allowed pupils to identify and experience links in their learning across different subject areas. Across the school there has been particular foci on Rights Respecting, Remembrance, St Andrews/Burns, Rapid response in S2 and China in S1 at different points in the year. RME have worked with English in S2, researching a character in RME and linking in a solo talk in English. Social Subjects and Modern Languages have worked together on a China focus.

- All English staff carry out **learner conversations** with all pupils on a one-to-one basis twice a year. Comments and barriers to learning are noted on the pupil paper profiles and referred to throughout the course of the year. This has enabled the department to target support effectively and has provided pupils with clear understanding of levels and how to progress.
- All English and Social Subjects and Expressive Arts class teachers have created a **Yammer** group for each class. This has been very effective in providing a platform for two-way communication, improving homework submission and allowing pupils to have easy access to staff support out of school and access to revision notes, ensuring pupils are aware of dates and deadlines and to allow pupils to upload their work and homework. It has been very useful for creating a shared area of resources for and by the pupils in each class. In the pupil course evaluations, Yammer was mentioned in almost all of them and positively. One group commented on how this was "useful when off" and "thankful for easy access to modelled answers".
- In Maths, detailed analysis of SQA exam reports has identified **areas of difficulty/weakness** and lesson starters and formal homework have been tailored to give more practice and continued reinforcement of these difficulties. The N5 course has been reordered to allow some of the more challenging topics to be brought forward so that more reinforcement can take place through lesson starters, daily and formal homework. Alternative pathways are being used to ensure appropriate progression for all learners including the introduction of Personal Finance for pupils who find N5 Maths too difficult. This will address the issue of too many pupils attempting N5 Maths in S5 who then fail to pass the course.

- The Modern Languages department has worked throughout the session to introduce new **approaches to assessment** in S1/2 in line with the new course. New pupil record sheets have been developed to give clearer information regarding CfE levels and incorporating SALs. Pupils have been reflecting on their work and identifying strengths and areas for development. This has given pupils a much clearer understanding of the levels they are achieving in each language skill at each level.
- The **Sports Leader programme** has been used previously in the lower school, but this year pupils were certificated for the work. This has impacted on the number of pupils in S1/S2 achieving awards at the end of year awards ceremony.
- The new **monitors in the kitchens** allow pupils to stay at their workstations and observe on the monitor as the teacher demonstrates what pupils require to do, giving significantly more effective communication
- The Modern Languages department organised a **French cinema visit** for S1 pupils to motivate them in their learning of French and a **French Café Experience** (with funding from the Parent Council) for all pupils in S2 which gave pupils the opportunity to practise their French Talking skills in a real-life situation. Feedback from pupils was very positive and resulted in increased levels of motivation in classes.
- Each classroom in the Expressive Arts faculty displays the English **correction code** which is used consistently along with the PEE chains for developing writing in all three disciplines. This has ensured a consistent approach across not only the Faculty but within the larger school community.

2.4 Personalised support

- The PT English ensured that identified pupils had all material required for Nat 5 **Literacy** and worked with a set of S4 N5 pupils who might not pass the N5 exam. These pupils were given the opportunity to complete the N4 outcomes including the Added Value Unit, ensuring that their English achievements were recognised.
- Languages have extended the provision for less academic pupils by further development / reintroduction of our **Languages for Life & Work course**. Pupils in this group have studied German and Spanish, as well as looking at Employability skills. Most pupils can now access a Modern Language course and gain a qualification.
- Targeted pupils were given extensive 1:1 support on the practical use of **My World of Work**. In addition they also received additional support to allow them to produce a CV which included relevant skills for work and was well written. This CV provided solid foundations which could be built on as they move towards positive destinations.

2.5 Family learning

- This session we have introduced a **parent support group/forum** to discuss issues affecting teenage behaviour and a **family counselling initiative**. The former is an opportunity for parents to chat through issues and possible management/support strategies and is the first of its kind in ERC. It has been very positively received by parents. The latter, while at an early stage, has already made a positive impact on a number of families.
- The **Parent Council** operate a closed Facebook site with 292 members which helps to convey information to the school and parent community. The increase in the numbers of fathers interacting with the site has been noted. Parent Council organised events are continuing to attract increasing numbers of parents and the Parent Council this year have been instrumental in coordinating and seeking funding for an art project for display in the front courtyard.

2.6 Transitions

- A series of Physics lessons for the **primary transitions programme** was developed to follow on from the Biology topic from the previous 2 sessions (a Chemistry topic will be developed to complete the rota). The intention is to provide a wider exposure to science topics at a slightly higher level to both learners and to primary colleagues. This has engaged more learners earlier into science and built confidence amongst primary colleagues.

2.7 Partnerships

All faculties have been developing their links with business partners and the world of work in particular. For example:

- Science have a number of **business partners** with a range of activities that link directly and indirectly to the curriculum at all levels. This session 3 of these partners were asked to review and amend their presentation/activity to introduce a greater input on the learning pathways that would be required to follow the career that is being showcased. As a result the visit to Hunterston Nuclear Power Station, the BAe visit to the school and the Strathclyde University Prosthetics visit all included a significant element explaining how to become part of the team. The feedback from young people was very positive and most indicated that they were now very aware of what was required to follow these careers.

Next Steps

2.2 Curriculum

- Modern Languages will roll out a programme of **Dictionary Skills Workshops** to all year groups in conjunction with the librarian.
- The Languages for Life & Work group will **work collaboratively** with Travel and Tourism on a project combining foreign languages with employment in the tourism industry.
- The sewing room and the new equipment have given the option of a **Fashion & Textile course** in the school for the first time next session. This will give pupils an additional area of study and progress to Higher will now be considered.
- The PE department will offer an **SQA Leaders course**, an award which can run at different levels. This is an excellent qualification for pupils and gives an alternative to Higher or National 5 PE. Pupils will develop confidence and the ability to lead small groups, classes or events.
- The Support departments are planning the development of further **additional courses** to meet the needs of specific groups of pupils - for example National Progression Awards in Mental Health & Wellbeing, Higher Personal Development.

2.3 Learning, teaching and assessment

Show My Homework (SMH)

Staff across all departments will work with the Show My Homework programme to develop a unified approach. The programme will be introduced in September with information / help sessions for staff, pupils and parents. For example:

- PE plan to add links to SMH so that pupils are able to watch various items, including model performances in PE, which will result in pupils getting an understanding of some activities before they start them. It will also assist staff in seeing at a glance whether pupils have looked at their homework or not – this will be great information for staff to have.
- Home Economics plan to further develop **sustainability**. Pupils are already planting linen, rhubarb and onions seeds and will take care of the planting boxes, situated at the back of the school. This will give them responsibilities and something that they will take pride in, providing an excellent **outdoor learning experience** for the pupils.

2.4 Personalised support

- Training on **digital exams** is planned across the cluster for P6 & P7 pupils as well as secondary.

2.6 Transitions

- Science will introduce **moderation activities** for teacher judgements in the primary transition lessons to develop consistency across primary and secondary staff.

How good are we at ensuring the best possible outcomes for all our children / learners? (3.1, 3.2) Evaluation: VERY GOOD	
<p>NIF Priority</p> <ol style="list-style-type: none"> 1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children 3 Improvement in children and young people's health and wellbeing 4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>School Priorities</p> <ol style="list-style-type: none"> 3. To improve the levels of successes and achievement of all pupils
<p>NIF Driver(s)</p> <ol style="list-style-type: none"> 1 School leadership 2 Teacher professionalism 4 Assessment of children's progress 5 School improvement 6 Performance information 	<p>Local Improvement Plan – Expected Outcome / Impact</p> <ol style="list-style-type: none"> 1 Everyone Attaining 2 Everyone Achieving
<p>Progress, Impact and Outcomes</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • The nurturing ethos has continued to be developed, not just in specific support areas like Check-In groups, but also across curricular and wider support areas, as evidenced by some of the strategies below. • The school prepared for and was assessed successfully at the Gold Level of the Rights Respecting School award. Much of the work for this was led by pupils working together with staff. RRS has impacted across the life of the school, in and out of the classroom, and this was required to achieve at this level. • In English a new set has been created in S4 to accommodate pupils who were on individual timetables last year and were taken through the N4 course on a one-to-one basis. The PT will take this class and aims to get almost all the pupils through the N5 course. • A senior pupil work has worked with targeted pupils in S1 & S2 to help with their Reading Programme and to provide a positive male role model. This was valued by both the class teacher and the pupils. • The English dept provides a Homework Club every Wednesday lunchtime to ensure that all pupils have a quiet and safe environment to complete their homework, with access to ICT and teacher support. This is mainly a drop-in club but at times pupils are targeted by the PT to attend if there has been some barrier to completing homework noted by class teacher. • The Friday Club has continued to make a significant impact on the inclusion and involvement of pupils, in particular some of our more vulnerable and disengaged pupils. Under the leadership of the PT Achievement, such pupils' involvement has been audited and they have been targeted for involvement. The Friday club has introduced more opportunities for young people to participate in a less competitive environment and consequently there has been consistently over 100 young people (17 – 20% of the roll) participating every Friday after school. • As a curricular link, the Science Department brought in fertilised eggs from Living Eggs. While this was used in class to monitor the growth and development of the chicks, outside of class time it also engaged pupils and staff with the Science department (in particular, the Nurture group). It was evidenced that pupils who were often disengaged from Science within the classroom attended and the initiative had a positive impact on them. • An extensive range of supports was offered to support the mental health and wellbeing of young people, including Mindfulness groups for all year groups delivered in 	

partnership with an Education Officer. This led to a successful funding application to produce a series of posters to signpost young people to mental health support providers.

- A '**young man's group**' has been piloted this session. Young males who are participating in risk-taking activities in the community were invited to take part in the pilot. The pupils have benefited from the group which addresses issues facing young males. The group have requested they continue to meet regularly into S4.
- As part of an initiative to raise aspirations and **improve access to Higher Education** for all pupils, all S1-S3 pupils took part in a 2-hour session around Pathways and Higher Education led by staff from Glasgow University. This encouraged meaningful dialogue with pupils – particularly for those making subject choices - and raised aspirations with regards to Higher Education. Five senior pupils were eligible for amended offers at University level through the local authority Top-up/Reach Programme.
- A **recruitment fair** targeting senior pupils and S4 pupils who had expressed an interest in leaving school at the end of S4 was held. The event, supported by a wide range of business partners and parent supporters of the school, offered workshops from which pupils could select the ones which were of most interest to them, e.g. CV writing, mock interviews, how to dress for an interview, how to prepare for an interview. Feedback from pupils was extremely positive. Not only did the event provide a valuable insight for young people and staff on employer expectations in the workplace it also helped to identify next steps for school staff in helping to support young people preparing for the world of work.

3.2 Raising attainment and achievement

Attainment in the Broad General Education

- The percentage of pupils **attaining 3rd Level** by the end of S3 in June 2018 was
Reading 99% Writing 99% Talking & Listening 99% Maths 100%
- The percentage of pupils **attaining 4th Level** by the end of S3 was
Reading 76% Writing 79% Talking & Listening 80% Maths 58%

SQA Results 2018

- The percentage of pupils attaining 5 or more **National 5 awards** dropped back to 52% after last session's all-time high of over 60%. However this is still the second best ever result.
- The **S5 Higher** results again recorded the best-ever achievement at 3+, continuing a steady increase over the period, and went over 40% for the first time. Further work is required at the 5+ Highers in S5.
- The percentage attaining 5+ and 3+ **Highers by S6** continues to improve steadily.
- See Appendix 1 for details.
- A total of 57,000 merits were issued across the school last session, in contrast to 6,000 de-merits, reflecting on the **positive behaviour** of our young people.
- **Twitter** continues to play a significant role in communicating with the school and wider community. The main school Twitter site has 1400 followers and each faculty now has its own Twitter feed in addition to a number of other specific ones eg achievement, school trips, etc
- The introduction of the PT Achievement has made a significant impact on the Health & Fitness Faculty, as well as the whole school. The use of Twitter has significantly increased and many more video clips of pupils and achievements are being shared on social media. This has encouraged pupils to inform staff of their achievements, and recognise the importance of celebrating success.
- The Pupil of the Month scheme has had a raised profile this session across all faculties. Pupils appreciate that these achievements are now being celebrated at assemblies in front of their peers and are also on the school Twitter accounts.

Clubs & Activities

- The Active Schools Report indicates that there were 4857 male and 3505 female participant sessions with 274 distinct pupil participants, ie 47% of the school roll. This is a

rise from 43% last session and 33% the previous one.

- A senior pupil, who had participated in the Holocaust Educational Trust visit, continued to develop their interest and has been appointed as a regional ambassador and took a leading role in the ERC Holocaust Memorial event.
- In September at the start of the session, a **Freshers' Fayre** was held to demonstrate the clubs and activities on offer to pupils. This was manned by pupils with staff assistance to tell the S1 and S2 about the clubs. Pupils participation is tracked and consideration given to targeting pupils in the lowest SIMD deciles. Over 30 clubs then ran across the session, including various different sports clubs and music groups as well as some less common activities – Pokemon, robotics and Knitting for Malawi.
- Pupil and parent interest in school trips was sought and this determined which activities went ahead.

Next Steps

3.1 Ensuring wellbeing, equality and inclusion

- The Support department will pilot RespectER with boys and the delivery of Positive Parenting through the PSHE programme.
- As part of the Improvement Group programme, there will be a continuing focus on developing nurturing approaches across the school community
- The Building Learning Power programme which was introduced in the cluster primaries this session, will be extended to the High School next session. The programme focuses on learning and learning to learn and will sit alongside much of the development work and focus in the school over recent years.

3.2 Raising attainment and achievement

- Following the SQA exams, results will be analysed using school, SEEMIS, EMIS and Insight data. Progress against the ERC targets will be audited and SQA action plans drawn up.

Pupil Equity Fund – How are we ensuring Excellence and Equity?

Excellence & Equity Teacher

- Introduction of National 5: Retailing was introduced, working in partnership with John Lewis. Use of Labour Market Information to help inform decisions in relation to appropriate courses. 6 pupils obtained a Nat 5 award.
- Introduction of Uniformed and Emergency Services – targets a small cohort of pupils, the majority of whom are from lower SIMD backgrounds.
- Managed and delivered the Local Authority Widening Access Programme. 5 pupils eligible for amended offers. Early Secondary Education Programme delivered to all pupils in S1-S3.

PT Development – Pupil Voice

- Established Student Council with key equity groups participating. Participation, including those in SIMD 1-3, has been sustained throughout the year and pupil engagement has been very positive.
- Student Council is visible in school and progress of the council is well known by staff. There has also been positive engagement from staff in working alongside the pupils. Further work is needed to further enhance visibility of the council with pupils.
- Several leadership opportunities were created by pupils (in key equity groups) presenting, leading, participating in school activities and the wider community.

PT Development – Achievement

- Identified young people who might benefit from further involvement in extracurricular activities, with particular regard to 'equity' factors. 7 out of 8 young people in the achievement committee are SIMD 1-4.
- Further developed how we recognise young people's achievements.
- Put in place robust systems for tracking and monitoring achievements in and out of school.
- Widened opportunities for extracurricular involvement within and outwith school. There has been an increase from 42% to 59% in participation in school clubs from 2016/17 to 2017/18. In the Celebrating Success evening, young people in SIMD 1-4 were targeted to get them involved (4/6 of these young people were SIMD 1). There was a wide range of SIMD pupils involved and it was open for all pupils to come and celebrate. 73% of our young people performing on the night were SIMD 1-4.

PT Development – Digital Literacy

- Issued authority Chromebooks to all pupils in SIMD 1&2. Held multiple parental sessions to issue devices, to highlight guidelines and also to show parents and pupils how to use the Chromebooks effectively.
- Liaised with pastoral to ensure that those most in need of Chromebooks were encouraged to receive this technology, removing any barriers that may have stood in their way i.e. disengaged parents. Over 40% of pupils in S1-S3 issued with Chromebooks are using them to complete homework at least once a week and over 25% of bring their Chromebooks into school on a weekly basis.
- Supported pupils with individual technical issues and software support throughout the year.
- Followed up training/feedback sessions with pupil evaluation FORMS completed online, to allow for next steps, next session.

Additional Support in Literacy / Numeracy

- A Support for Learning Teacher with a primary background was appointed, who was deployed to target pupils in the lowest ability sections in English and Maths. Of the 15 pupils in the S1 English section, all are in the lowest 20%, 7 are in SIMD 1-3, 7 are FME and 5 are Looked After or previously Looked After. 8 out of 9 in the Maths section are common to both. This intervention has targeted some of the most vulnerable of our young people. Resources to support this intervention were also purchased.

What is our capacity for continuous improvement?

In the High School individual report for the Transition Review of the Barrhead Cluster in November 2017, it was recognised and stated that “there is a strong capacity for the school to improve”.

Pupils, staff, parents and partners are working together effectively to progress learning and teaching, attainment and achievement across all areas of school life. The above report has drawn on specific examples in a range of areas of the school, of work that is taking place equally well across many other areas, unfortunately too many to mention individually in a report of this size.

The school is characterised by a desire to do its best and to be the best. Pupils, staff, parents and partners do not and will not settle for second best. The desire to improve is seen in the Learning & Teaching and Improvement Groups where staff are open to different ways of addressing issues. Pupils show a real commitment to being involved, whether in class or supported study outwith the classroom or staying behind to be part of the Friday Club. The parent body, often through the Parent Council, has shown a strong support and commitment to improve outcomes in the school.

This session has seen the school transition to a new building with superb facilities and taken it in its stride. The whole school community remains committed to continuous improvement across all areas of its work and the new facilities, and the opportunities afforded by these, will allow this to continue and flourish.

National Improvement Framework Quality Indicators

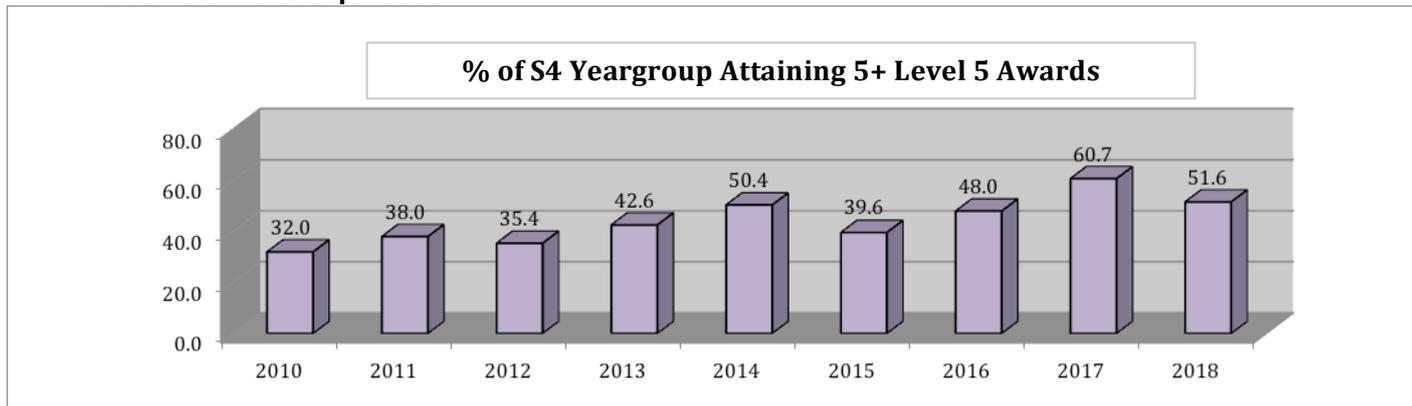
Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	VERY GOOD	
2.3 Learning, teaching and assessment	VERY GOOD	
3.1 Ensuring wellbeing, equity and inclusion	VERY GOOD	
3.2 Securing children's progress / Raising attainment and achievement	VERY GOOD	

School Improvement Priorities 2018-2019

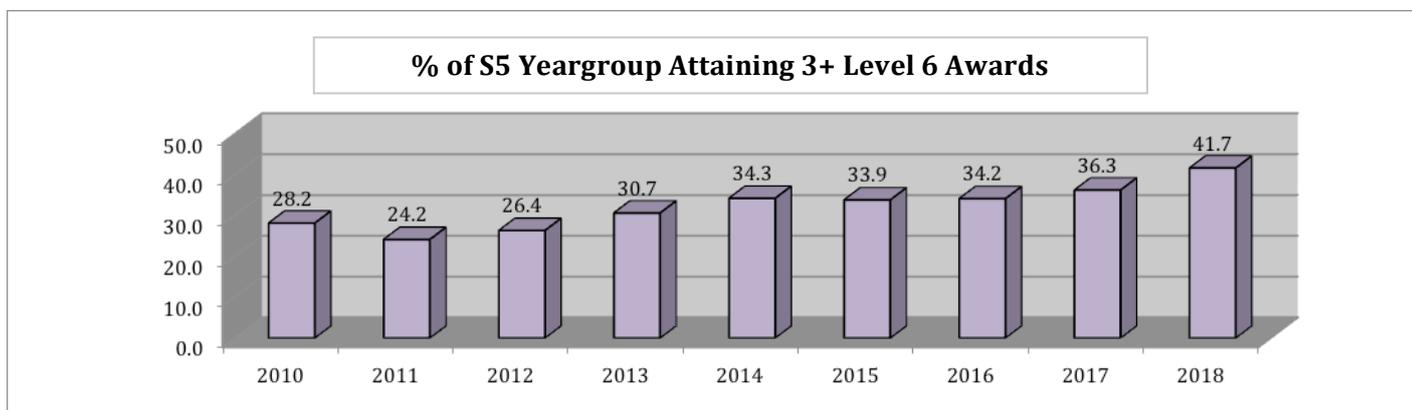
1. To ensure effective leadership and management of the school community
2. To offer learning provision of the highest quality
3. To improve the levels of successes and achievement of all pupils

APPENDIX 1 - SQA Exam Results, Aug 2018

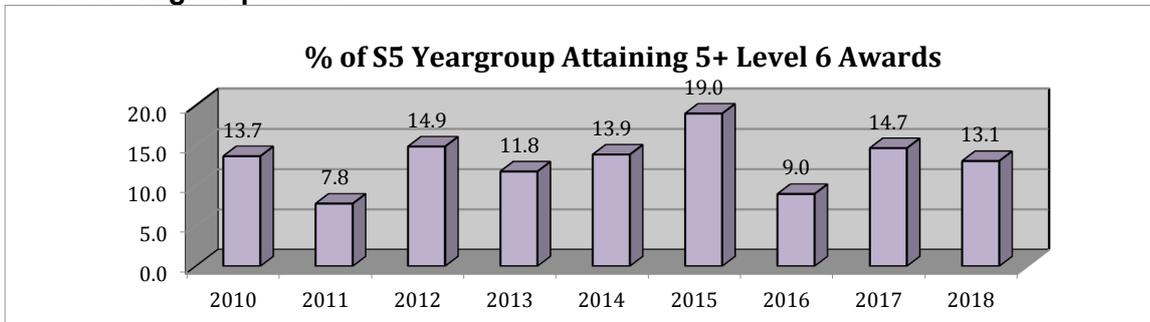
- S4 5+ National 5 passes**



- S5 3+ Higher passes**



- S5 5+ Higher passes**



- S6 5+ Higher passes**

