

Barrhead High School

Standards and Quality Report 2017-18 - SUMMARY VERSION

Context of the School

Vision & Values

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.

The school community recognises **RESPECT** as the single over-riding shared value.

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 judgements made throughout this Report are based on evidence gathered from a number of sources. We have systematically analysed our pupils' performance in external and internal assessment. We have operated a programme of Learning Visits in the school. We have discussed with and considered evaluations from pupils, parents and staff as well as the local authority Education Department and the Education Scotland. The Parent Council has played a significant role in this process and their views informed the report, as did the views of pupils through focus groups. We were involved in an ERC Transition Review of the cluster and the Rights Respecting School award process.

How good is our leadership and approach to improvement?

Evaluation: VERY GOOD

Progress, Impact and Outcomes / Next Steps

Self-evaluation

- ✓ All faculties have worked further in self-evaluation, with an increasing emphasis on pupil input..
- 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.

Leadership of learning

- ✓ Pupils' input and feedback is making an impact on leading and directing the learning across the school.

- ✓ 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.
- 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..

Leadership of change

- ✓ 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.
- ✓ 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.
- ✓ 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.

Other

- ✓ 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. Developments in each area were shared with the rest of the school staff in collegiate time activities.

How good is the quality of care and education we offer?

Evaluation: VERY GOOD

Progress, Impact and Outcomes / Next Steps

Curriculum

- ✓ 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.
- ✓ 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.
- ✓ 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.
- 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.

Learning, teaching and assessment

- ✓ All departments have continued to develop tracking & monitoring within their area.
- ✓ 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.
- ✓ All staff carry out learner conversations with pupils on a 1-1 or group basis. Comments and barriers to learning are noted and referred to throughout the year. This has enabled departments to target support effectively and has provided pupils with clear understanding of levels and how to progress.

- 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.

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

Other

- ✓ 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.

How good are we at ensuring the best possible outcomes for all our children / learners?

Evaluation: VERY GOOD

Progress, Impact and Outcomes / Next Steps

Ensuring wellbeing, equality and inclusion

- ✓ 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 successful 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, which is required to achieve at this level.
- ✓ 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. The 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 week.
- ✓ A recruitment fair was held, targeting senior pupils and S4 pupils who had expressed an interest in leaving school at the end of S4. 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. Feedback was extremely positive and not only did the event provide a valuable insight for young people and staff on employer expectations, it also helped to identify next steps for school staff in helping to support young people preparing for the world of work.
- ✓ The Support department will pilot RespectER with boys and the delivery of Positive Parenting through the PSHE programme.

Raising attainment and achievement

- ✓ 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%
- ✓ 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.

➤ 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 - 6 pupils obtained a Nat 5 award.
- Introduction of Uniformed and Emergency Services – targets a small cohort of pupils,
- Local Authority Widening Access Programme – access to Higher Education.

PT Development – Pupil Voice

- Established Student Council.
- Student Council is visible in school and progress of the council is well known by staff.
- Leadership opportunities created for pupils.

PT Development – Achievement

- Identified young people, with particular regard to 'equity' factors.
- Developed recognising of achievements and tracking & monitoring achievements in / out of school.
- Widened opportunities for extracurricular involvement within and outwith school.

PT Development – Digital Literacy

- Managed the authority Chromebooks initiative to give a chromebook to all pupils in SIMD 1&2.
- Supported pupils with individual technical issues and software support throughout the year.
- Supported and led a variety of digital developments across the school.

Additional Support in Literacy / Numeracy

- A Support for Learning Teacher with primary background was appointed and deployed to target pupils in the lowest ability sections in English and Maths. This intervention has targeted some of the most vulnerable of our young people. Resources to support this intervention were 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.