

# Barrhead High School

## Standards and Quality Report 2018-19

### 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:

**R**esponsibility

**E**xcellence

**S**uccess

**P**erseverance

**E**quality

**C**onfidence

**T**eamwork

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		609		
FSM		15.4%		
LAC		21 (3.4%)	previous	26 (4.3%)
SIMD 1-3		35.2%		
SIMD 1-4		55.5%		
Lowest 20% (ERC)	S1	55.6%	School	43.4%
	S2	47.8%		

## Improvement Plan Priorities

School priorities as per the 2018/19 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 Advancing Excellence & Equity Presentation to the Director of Education and the Head of Service (Nov 2018); PSHE Review (May 2019); Whole-school BGE Focus Review (Nov 2018); Achievement Review (Nov 2018).

Abbreviation commonly used throughout this report (too often to avoid!)

BGE	Broad General Education	PRD	Professional Review & Development
CfE	Curriculum for Excellence	PSHE	Personal, Social and Health Education
CIV	Collaborative Improvement Visits	SDS	Skills Development Scotland
CLPL	Career Long Professional Learning	SMHW	Show My Homework
CPR	Curricular Progress Record	SNSA	Scottish National Standardised Assessments
DYW	Developing the Young Workforce	STEM	Science, Technology, Engineering & Maths
GIRFEC	Getting It Right for Every Child	SLT	Senior Leadership Team
HGIOS	How Good is our School		
IDL	Interdisciplinary Learning		
PEF	Pupil Equity Fund		

**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 continued to engage in their own **self-evaluation** activities, in addition to a number of wider initiatives this year. A new self-evaluation calendar was introduced to improve consistency across faculties and all teachers worked to this, giving a systematic approach. The emphasis on pupil input has continued to increase. For example:

- In English, a new quality assurance (QA) calendar was introduced, alongside the PT's QA calendar this year. This has resulted in a new focus on jotter sampling to identify best practice and the PT shares this with whole department.
- All Social Subjects staff seek pupil evaluation; this year the quality improvement programme was extended to include more rigorous self-evaluation. All year groups completed a questionnaire which led to focus groups. These will inform next year's development plan and will lead to, for example, more digital and outdoor learning, recognising achievement.
- The Science staff carried out a number of pupil questionnaires and a S2 pupil focus group. The feedback from the focus group was pupils liked the end of course S2 test as this gave them the opportunity to boost their average mark. They also highlighted that they would like to have different revision methods. In light of this, it was decided to review the S2 test (they had been considering removing it) and review revision strategies ahead of tests.
- Four members of the support department undertook the required Career-Long Professional learning (CLPL) which included coaching conversations and training on evaluative report writing.
- The **Learning Visits programme** has continued to grow with all staff being visited and almost all staff took part as a visitor.

**Collaborative Improvement Visits**

The first ERC Collaborative Improvement Visits (CIVs) took place this session across all secondary schools, involving the English and Technologies faculties. Staff were involved in the review process in partner schools as well as hosting a visit within their own school. This provided opportunities for self-evaluation and staff development as well as contributing to the improvement agenda across the authority.

- The PT English led the department through the preparation and organisation of the CIV format, with each member of the department being asked to lead / present one aspect of the department's work – ensuring their self-evaluation was clear and demonstrating best practice. The visit was very successful and deemed to be a positive experience for the department. The PT English shared her approach and resources with the Technologies PT ahead of their visit.
- The Technologies faculty were also part of the first phase of the CIV programme and were delighted at the feedback received from this. The areas for improvement identified in the report are featured in next year's improvement plan within the self-evaluation and curriculum development areas of the plan.

## Reviews

- This session the school undertook an extensive **Focus Review of the Broad General Education (BGE)** to identify the impact on learners' experiences; to highlight innovative and effective classroom practice; to enhance the leadership capacity of staff; and to develop a model for future self-evaluation activity. All faculties were included and all staff were invited to help conduct the review. Those who expressed an interest undertook CLPL. A consultant was brought in to assist and provide training and support for the Quality Improvement group, helping to maximise the benefits of this review for all parties. A unique feature of the review was the production of a video demonstrating high quality learning and teaching.
- Pastoral staff conducted a **PSHE review** for S1 – 3 with support from Young Persons' Services (YPS). The review included staff and pupil questionnaires, staff and pupils focus groups and classroom visits. The purpose of the PSHE programme and the importance of partnership working to support the PSHE programme was shared at a Parent Council meeting where parents were given the opportunity to suggest topics/themes they would like included in a future programme. The findings of the review will be used to guide our future planning for the PSHE programme and also CLPL for staff.
- A significant **Achievement Review** was undertaken involving pupils, staff and parents, led by our PT Achievement and with the Parent Council playing a major role. Although a variety of views were evidenced, there was a strong consensus for continuing with the junior and SQA senior award ceremonies but the criteria for awards were reviewed, amended and implemented following the consultation.

## 1.2 Leadership of learning

### Pupil Leading Learning

Pupils' input and feedback is making an impact on leading and directing the learning across the school. For example:

- All English staff seek opportunities to gain evidence from pupil evaluation and act upon the information gathered. Pupil voice is recognised as being listened to through feedback surveys, forms and traffic-light evaluation materials in the BGE and curricular changes have been implemented within 2018/19.
- The CIV for English noted that "Learning conversations are used effectively to negotiate next steps in learning and are linked to strong profiling practices".
- Pupil voice, based on questionnaire results, has been displayed in the Maths corridor, and feedback was given to staff from both questionnaires and focus groups.
- Social Subjects ambassadors were elected in S1. The pupils have presented at the open evening and help organise Pupil of the Month, building confidence and helping to develop leadership skills in some of our younger pupils.
- Science staff developed lessons in which learners had a significant responsibility for leading learning e.g. design, carry out and analyse experiments which proved a particular concept, evaluation of prelim performance etc. Staff facilitated the lesson but learners had total responsibility for the progress, structure and work covered during the lesson. Some of these lessons were presented at the school's Teaching & Learning workshops.
- Pupil voice has initiated change in the Music curriculum making the BGE a more practical-based series of lessons.
- At the Christmas fair S3 Business Management pupils led an enterprise activity, setting up and running a sweet stall and Technical classes designed and sold candy canes, (delivering 200 to pupils in one afternoon!).
- The CIV commented on the "very strong and effective leadership of the PT English" and the "very strong collaborative practice and communication" leading to a "consistency of high quality learning and teaching".

## 1.3 Leadership of change

### Improvement Groups

The improvement groups have continued this session to make an impact across the school. The largest group of staff have been involved with the Digital group and have led various sessions sharing good practice with other staff. The advances made through that vehicle contributed significantly to the achievement of the Digital Schools award.

- All Social Subjects staff participated in the school Improvement Groups and brought information back which was shared at DMs. This allowed staff to specialise in an area of interest to them whilst still disseminating this to the wider department. This also allowed bigger projects to take place (Mental Health Awareness Day), and more focussed training (Digital Literacy). The achievement group has also contributed to the merit rewards.
- A member of the Technologies faculty played a key role in the Digital Literacy group, in the whole school roll-out and development of Google Classroom use by staff and delivered a number of staff training sessions.

### **Teaching & Learning Group**

The Teaching & Learning group continues to operate on a voluntary basis and sees over 30 staff plus at times pupils and parents, joining together to share good practice on a monthly basis. This group continues to be a major driving force in the improvement agenda.

- All Social Subjects staff regularly attend and present at the Teaching & Learning Group. Ideas from this have already been trialled such as revision clocks, chatter boxes, peer marking 'wrong answers'. This has built on the faculty's already strong teaching and learning ethos.

### **Moderation**

Moderation continues to be seen as a major focus at school, local authority and national levels. The work undertaken helps to ensure an appropriate approach to teaching & learning is adopted and a shared standard is applied in assessment judgements.

- All Maths staff have engaged in moderation at Local Authority level with one member of staff having their work being used an example of good practice in the Local Assessment Resource (LAR).
- Following feedback from last session's ERC moderation of the BGE, Science staff employed a more structured approach to the monitoring of the Science BGE course. As a result staff were more consistent in their approach to assessment and therefore were better prepared for this session's moderation event.
- Health & Wellbeing staff were involved in ERC moderation. One of our staff led the PE moderation across the authority. The feedback from other schools was very positive. Home Economics staff spoke highly of the HE moderation, where ERC staff shared good practice (S2 Design & Make).
- Expressive Arts staff attended authority moderation meetings to share good practice and gather evidence of the different levels within each curricular area and discuss appropriately. Moderation activities conducted at this time were beneficial in establishing consistent assessment both within each department and across the authority.

## **1.4 Leadership and management of staff**

### **Career Long Professional Learning (CLPL)**

A number of Support staff have participated in Masters Level and other CLPL.

- The DHT with responsibility for the Support Department completed the '**Towards Headship**' programme, providing an opportunity to refresh coaching skills and for professional discussion around leadership and education.
- The PT SfL continues to study towards a **Ph.D** with a focus on nurture; however, this session the research has extended beyond the high school to include collaborative work with the cluster primary schools. This will lead to a better understanding of the CLPL needs of the cluster in relation to nurture, which will benefit all young people.
- The PT Behaviour continues to study towards her **Master level** degree with a focus on pupils leading learning within the classroom. The findings of work in this area will be shared with staff through CLPL opportunities next session to enhance the learning and teaching experience of young people.

- Three members of the pupil support team have completed SCEL's **Collaborative Middle Leadership Programme**. This programme has been designed to provide an opportunity to enhance leadership skills alongside a solution-focused approach to key Developing the Young Workforce (DYW) issues. To further develop their leadership skills and to embed DYW, staff are working on the delivery of 3 DYW-themed projects:
  - To promote and encourage enterprise and creativity across the school.
  - To further develop business partnership working across the school.
  - To engage young people in creating profiles which are both purposeful and valued.
- The PT Modern Languages has continued with the **ERC Lead Practitioner** role with responsibility for L3 (Spanish, Mandarin and Italian) curriculum development; liaison with CISS (Confucius Institute for Scotland's Schools, Strathclyde University); management of finance; and Hanban teaching staff. She is also leading the ERC China Trip in October 2019 (with 11 BHS pupils participating). She organised Chinese cultural CLPL sessions for BHS staff and led CLPL training sessions for 60 Chinese teachers at sessions held at CISS.
- All pastoral staff have now completed training as **Mental Health First Aiders (MHFA)**. The role of MHFA has been shared with staff and pupils. As a school we now have 27 staff members trained as MHFA and all those trained have their picture on a noticeboard so all staff and pupils know who to approach if they have a concern or a question.

### 1.5 Management of resources to promote equity

- The PT English ensures that teachers are matched with classes according to Professional Review & Development requests and both the strengths and needs of pupils and staff.

### **Next Steps**

#### 1.1 Self-evaluation

- As recommended in the CIV, the English Department will share the developments of the Reading Programme; the use and knowledge of Digital Technologies, such as Google classroom; and the Benchmark Wall across the authority.
- As a result of the CIV, Technologies will continue the development of the BGE and the establishment of Industry Partners.

#### 1.2 Leadership of learning

- Social Subjects plan to use feedback from questionnaires to inform the Faculty Development Plan including celebration of achievement, more digital learning, more outdoor learning, and more active learning in the senior school. They also plan to develop the role of ambassadors in focus groups and potentially to visit P7 classes in their own primary school next session.

#### 1.3 Leadership of change

- The school plans to use the **Building Learning Power (BLP)** programme as a major feature of staff development to help increase resilience of learners. One of the Improvement Groups has focussed this session on preparing for this to be rolled out across all staff and members of the group will lead the initiative.

**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 continues to be a priority at national, local authority and school level and is impacting on the curriculum. For example:

- The Support for Learning department, working in collaboration with the primaries, have launched a Skills for Life Learning and Work poster which is now displayed in all classrooms and used as a teaching resource. The posters are also linked to the Curricular Progress Records (CPRs) used from S1 – S3 to help pupils better articulate their skills in preparation for CV writing and potential interviews.

**Digital**

The development of digital technology has been a major emphasis this session and a significant proportion of inservice days and collegiate time has been devoted to this. Most departments have developed their use of **Google Classroom**, eg

- In the Technologies faculty, Google classroom has been incorporated into the curriculum and used by all staff, with one of the Business department taking a leading role in providing a number of CPD sessions for staff to ensure the most effective use of all the applications and features available to them.
- In Social Subjects, Google Classroom has allowed for greater differentiation and personalisation of support and task. More differentiation has been introduced across the S1 courses allowing a high level of support this year and as a consequence, this has meant tasks are better differentiated for current/future pupils. Pupils are better involved in their learning, and better use has been made of support assistants in the classroom. This has also transformed learning and collection of folio work in S3 Travel & Tourism (T&T) allowing pupil feedback to be prompt and personalised. Google classes have been set up for all classes to provide a platform for two-way communication. This has improved pupil engagement and allowed pupils access to staff support out of school and access to revision notes. It is also used to upload photos of class work meaning pupils do not always have to take notes and provides visual support for learning at home.
- The Science faculty has developed a structured and collegiate system of using Google Classroom, with both course and individual class 'Classrooms'. All staff are members of their subject classrooms. This allows all staff to monitor and share all material that is being uploaded and therefore leads to a more consistent experience for learners.
- All Expressive Arts staff are using **Show My Homework** (SMHW) to support learning beyond the classroom. Google Drive and Google Classroom are also used to support learning and teaching with resources updated regularly.

- English teachers were commended in the CIV for their use of a “range of **creative teaching approaches**”. They have also increased awareness of the Rights of the Child as part of our Rights Respecting School focus by embedding these into English department practice and units.
- In Maths, the new BGE curriculum has been developed taking into account **varied approaches to assessment** as well aiming to develop skills for learning, life and work which are detailed in every course planner at all levels in the BGE. One assessment activity that all S2 pupils following a progression to National 5 pathway, took part in this year was a scale drawings and bearings task named ‘Finding Nemo’. Pupil and staff feedback was very positive about this new activity. The curriculum has been developed to take into consideration previous learning as well as ensuring progression onto the next stage. Summative assessments have been created in line with National benchmarks and varied tasks introduced through CPRs to ensure more accurate judgements about progress.
- Modern Languages have introduced a **Health & Wellbeing input** delivered within an IDL approach through working with Home Economics and introducing German and Spanish cookery projects to the Languages for Life & Work (LfLW) course. They have also increased their joint working with Skills Development Scotland in the LfLW Employability Unit. This work has resulted in increased engagement and levels of attainment amongst many pupils who previously struggled in French. This course is ensuring that an appropriate pathway is provided for all pupils and meets all pupils’ needs appropriately. An increasing number of pupils are choosing this pathway in S3/4.
- High numbers of pupils are being presented at **National 5 level for PE** in S4 with over 60% achieving a course award. An **SQA Leaders Award** (NPA) was offered within the department and all pupils involved passed all of the units within the course. The pupils helped to deliver activities within the cluster primaries as part of this.
- PE staff have continued to offer a large number of **extra-curricular clubs** this year, giving pupils the opportunity to enhance their performances in sport. A significant amount of pupils in the National classes regularly attend clubs, giving them the best chance of achieving good performance marks in their 2 activities.
- A **Fashion & Textiles course** ran in the school for the first time this session. It has given pupils a further area of study that they would not have had access to previously.
- Pupils in Home Economics are working on developing **sustainability**. Pupils have been planting linen, rhubarb and onion seeds and are taking care of the planting boxes and have reported enjoying this outdoor learning.
- Over recent years, there has been a strong and growing emphasis on **holocaust-related issues** across the school. Staff and pupils have engaged with the Holocaust Educational Trust, including a former pupil going on to become one of their national Holocaust Ambassadors. Evidence of this involvement was collated and submitted and the school was awarded **Vision Schools Scotland** status in June 2019.
- Significant changes have been made to the **S3 profile** this session; the purpose of which continues to be enhancing pupils’ awareness of their skills. Pupils used their CPR to help create a visual CV which was displayed at the S3 awards ceremony as a record and celebration of their achievements.

## 2.3 Learning, teaching and assessment

### 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 focus on Rights Respecting, Remembrance, St Andrews/Burns, Rapid Response in S2 and China in S1 at different points in the year. The Religious & Moral Education (RME) department has 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.



- A working group have audited the **tracking and monitoring** procedures across the school and also investigated systems employed by other schools with a view to refreshing the school system next session. This has involved members of the group visiting other schools and liaising with staff.
- The Faculty Head of Maths has worked with primary cluster colleagues to raise the profile of **concrete materials** being used in classrooms at all levels (not just lower attaining groups) to improve learning and teaching, as well as the consistency of experiences from primary to secondary.
- Social Subjects had a faculty **focus on revision** at two points this year. A presentation was delivered to all pupils in study skills week explaining different types of techniques. Prior to exam leave, each lesson trialled a different revision technique to give pupils as wide a range as possible to draw on when studying. These included speed dating, reverse highlighting, folding frenzies, colour coding, dominoes, snakes and ladders and 10 questions. Pupil feedback was overwhelmingly positive; there was something for everyone and pupils commented they could transfer their techniques to other subjects.
- The Social Subjects faculty have introduced the **VR headsets** in a number of classes – these have been very well received and have made learning come to life, for example with S1 Natural Wonders and Travel and Tourism.
- The PE department amended their **BGE assessment and CPR activities** so that these were completed at 3 specific points during the session. This allowed pupils to focus better on the assessments, CPRs and Learning Conversations.
- Increasing use was made of **QR codes** and videos in PE to show model performances for activities at various levels, giving pupils a visual idea of what constitutes a second, third or fourth level performance in the various activities.

## 2.4 Personalised support

A number of **targeted interventions** have been employed this session to provide support for individuals or groups of pupils eg

- The **Reading Programme** with S1 and S2 classes has been very successful again. Audit indicates that all pupils have improved by a reading age of between 6 months and a year.
- In English, a small **additional section in S4** was created and staffed by the PT to allow targeted support for some pupils, including one-to-one sessions. All pupils passed National 4 prior to leaving school, one pupil progressed to attempt the National 5 exam and another passed National 5 Literacy.
- In Maths, provision of **targeted support** was provided by an additional member of staff, funded for 2 days per week, through the Pupil Equity Fund. Jo Boaler mindset materials and other resources were used. SIMD 1-2 and 'borderline' National 5 pathway pupils were targeted. Feedback from most pupils who were given the extra support, was positive and most saw an increase in their summative assessment results.

## 2.5 Family learning

### Show My Homework (SMHW)

All staff introduced the SMHW programme to develop a unified approach which would assist young people and parents participate in learning. For example:

- Show My Homework (SMHW) is used extensively in Social Subjects which has improved homework submission in the lower school. Many parents commented at parents' meetings that they appreciated the revision materials posted for assessments; however there is a need to encourage parents to view the homework online more.
- 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

- The **Robotics** transition programme was further developed to give more opportunities for our learners to play a bigger part. A group of S1 pupils designed, presented and graded challenges for primary pupils. They also designed more advanced robots to present at the annual ERC Banquet and the Celebrating Success evening. This programme has developed the confidence and thinking skills of these S1 pupils. Next session it is hoped that these pupils (instead of a member of staff) will train a new S1 group to repeat this.

## 2.7 Partnerships

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

- Modern Languages' link with **Barrhead Rotary Club** continues to go from strength to strength with this year's annual Awards Evening recognising pupils' achievements in learning French, particularly in the formulation of Job Applications, written in French, for jobs in French speaking countries.
- The **STEM ambassador program** provided the Technology faculty with visits this year to the BBC for S2 pupils – linking the curriculum to careers in the computing sector and the skills that they require to develop. The PT Technologies has attended events at UWS with the aim of establishing links with the school and has signed up to the BIMA Digital Day next session. As part of Engineering Week, 25 pupils from Design and Technology visited Siemens, taking part in a variety of tasks.
- In Social Subjects, the business link for Travel & Tourism (T&T) with **City of Glasgow College** was further strengthened and affirmed the success of our internal moderation process to moderate National 5 courses and share good practice across the sectors. T&T will be used as an example of good practice on the SQA Understanding Standards web-site.
- The Higher Modern Studies trip to the **Scottish Parliament** was noted as beneficial by the pupils, as it helped them to understand the Democracy topic and they could apply this knowledge to their essays. 1/3 of pupils' assignments were based on the Democracy topic.
- Science have been successful in bringing industry experts to present lessons to pupils. The rep from **Timstar** included a talk about her career with respect to what she studied at school and university and how she ended up in the current job. Higher Biology pupils were then able to complete a valuable practical activity relevant to the course, allowing them to practise new skills and apply these to course content. Real life examples of crime cases that have been solved thanks to the use of polymerase chain reaction (PCR) were discussed. Pupils enjoyed and fully engaged with the lesson and this emphasised the relevance of the topic and helped build their knowledge and understanding of PCR. The rep from **Soapworks** gave a lesson about the applications of a key area from the course in the wider world. The pupils were able to learn about the process of physically making soap and also the wider business focus and considerations (another key area of the course).
- The Higher Chemistry visit to **the Science Centre** had a practical focus and was put in place to help improve pupils' confidence in practical activities and allow them to use equipment not available in school. The pupils were engaged and motivated during the trip and able to relate it comfortably to the Higher course upon return to school.
- The **Rosey Project** was introduced to the PSHE programme this session, working in partnership with Glasgow and Clyde Rape Crisis, to develop pupils' understanding of relationships and consent. Young people engaged very well in the programme and feedback from both staff and pupils has been very positive.

- Working in partnership with Young Persons' Services (YPS) the **Positive Parenting Programme** was piloted as part of the PSHE curriculum. YPS delivered the programme to all S4 pupils. Evaluation of the programme was very positive, with young people identifying the importance of relationships when deciding when to have a family and many wishing to wait until they are older to do so.
- As part of their quality improvement programme the pastoral team have undertaken extensive training this session with the **Educational Psychologist** on writing wellbeing plans. This has led to more focused outcomes for young people.
- **Scottish Trades Union Congress (STUC)** presented to senior pupils on workers' rights further promoting understanding of the Children's Rights Charter and encouraging young people to speak out when they are aware of injustice.
- A group of pupils and staff participated in the local community **Rainbow Run**, organised by Barrhead's Business Improvement District (BID) this session, with the Parent Council manning one of the checkpoints. The participation was noticed and appreciated widely helping to further strengthen the school's reputation in the community.

### **Next Steps**

#### **2.2 Curriculum**

- The authority has appointed a GTC registered **Mandarin** teacher to provide progression pathways in Mandarin towards National Qualification next session/ sessions thereafter, shared between Williamwood and Barrhead High Schools. This will allow greater progression of the Mandarin work already taking place in our Cluster primaries and in the lower school.
- As identified within the feedback report from the CIV, the Technologies faculty will **develop, implement and evaluate the S1/2 Business, Admin & Computing Science (BACS) and Design & Technology courses** to improve progression and ensure greater coverage of the experiences & outcomes and also plan to introduce a variety of assessments. This was also contained within their Improvement Plan and was underway prior to the Collaborative Improvement Visit. They will also further develop partnerships as part of the DYW focus from each curricular area within the faculty.

#### **2.3 Learning, teaching and assessment**

- The PT English aims to ensure the use of **Google classroom** is developed to support all pupils requiring printed notes and to facilitate the creation / marking/ revising of the SQA folio pieces, providing equity for all especially in light of the encouraged reduction in paper use.
- Maths plan further use of **digital technology** by creating Google Sites for SQA classes where pupils can access revision notes, extra practice and YouTube videos for further explanation.
- Maths will also continue to embed **more varied assessment approaches** and enjoyable experiences for all pupils across all stages at all levels.
- Modern Languages will continue to develop the successful LfLW course, and in particular are considering further **IDL working** with Travel and Tourism, Home Economics or Business links and further language diversification, perhaps into British Sign Language. Similarly the LfLW Employability Unit will be developed to include further joint working with SDS and other relevant external agencies/ individuals.

#### **2.5 Family learning**

- Maths plan to increase parental knowledge and engagement of the new approaches to learning and teaching being adopted in the faculty, through 3 **twilight sessions** per year and further communication through SMHW and the school website. A new interactive Common Language and Methodology document will be created and shared with cluster primaries and parents/carers.
- Parental support sessions will continue to be offered during the session. Suggestions from parents include Google classrooms, SMHW, Rights of the Child, and assessment to better parents understanding and to allow them to support their young people effectively.

**How good are we at ensuring the best possible outcomes for all our children / learners?  
(3.1, 3.2)  
Evaluation: VERY GOOD**

<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1 Improvement in attainment, particularly in literacy and numeracy</li> <li>2 Closing the attainment gap between the most and least disadvantaged children</li> <li>3 Improvement in children and young people's health and wellbeing</li> <li>4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>School Priorities</b></p> <ol style="list-style-type: none"> <li>3. To improve the levels of successes and achievement of all pupils</li> </ol>
<p><b>NIF Driver(s)</b></p> <ol style="list-style-type: none"> <li>1 School leadership</li> <li>2 Teacher professionalism</li> <li>4 Assessment of children's progress</li> <li>5 School improvement</li> <li>6 Performance information</li> </ol>	<p><b>Local Improvement Plan – Expected Outcome / Impact</b></p> <ol style="list-style-type: none"> <li>1 Everyone Attaining</li> <li>2 Everyone Achieving</li> </ol>

**Progress, Impact and Outcomes**

**3.1 Ensuring wellbeing, equality and inclusion**

All faculties are given and make use of a significant amount of **background information** regarding individual pupils including Additional Support Needs (ASN) / Scottish Index of Multiple Deprivation (SIMD) / Free Meal Entitlement (FME) / Care Experienced including Looked After, in addition to educational information eg CfE levels, Standardised Test scores.

- The PT English provides all staff with **background information** and they use this information to identify barriers to learning and the need for support or intervention. Staff will record these on pupil profiles and then monitor the pupils' progress and any needs arising throughout the session.
- In Maths, **GIRFEC and wellbeing indicators** are discussed as a faculty in the context of Maths and Numeracy. These personalised descriptions are now visible at the front of every Maths classroom. Appropriate spreadsheets have been created by the Faculty Head and utilised by the department to record, monitor and track attainment data from both faculty summative assessments as well as the SNSA and standardised assessments. These allow for early intervention and support to be given as and when required. For example, targeted supported study / Saturday sessions.
- In Modern Languages, all S3/4/5 French courses and the S3/4 Languages for Life & Work courses feature an **Employability Unit** which ties in with the Developing the Young Workforce (DYW) agenda. This includes CV writing skills, job applications and mock interviews. This has engaged pupils in the subject, made it relevant to pupils' future plans and increased motivation.
- Science employed a more **structured approach** to the Living Eggs chicks and the Butterfly breeding programmes. A competition was introduced for all BGE pupils to enter, linked with the inheritance and reproduction topic, and involving research and communication, allowing pupils to connect what they were learning to real life and take a closer look at organisms as they develop. This engaged pupils who previously hadn't taken an interest in science and was also used in the wider school by the nurture group.
- A **professional enquiry** was conducted by a science teacher into the use of pupil self-help scaffolds when tackling problem-solving in Biology. This linked in with the Building Learning Power programme and strategies that were being trialled by one of the Improvement Groups, focussing on pupil resilience. The results showed pupils did find

the strategies helped them persevere independently and there has been a corresponding increase in pupil attainment with all pupils in the class securing a strong grade in the S3 exam.

- Technologies staff will continue to promote **positive relationships**, share values and have high expectations for all pupils; this was highlighted as a strength of the faculty in the feedback received from the Collaborative Improvement Visit.
- A group of young people participated in an **anti-bullying ambassador** event at the end of the session. They have commenced planning strategies and events for Barrhead High School but will take this forward next session.
- All learners who have participated in the universities' **Top Up programme** have successfully completed it and have received adjusted offers for their chosen course. Young people have fed back they believe it has better prepared them for university.
- A targeted group of young people who were struggling to fully engage in education, benefited from attending **Mirren Park** (a provider of alternative educational courses) while attending Barrhead High on a part-time timetable, which better met their needs. Each of them achieved national qualifications for literacy and numeracy as well as other qualifications.
- Using local **labour market intelligence**, events have been introduced to promote employment opportunities, e.g. targeted individuals attended the Early Years Roadshow and activities around Apprenticeship Week. A number of individuals are now pursuing careers in these areas.

#### **Attendance**

- The attendance of young people is tracked and monitored rigorously by Pupil Support and Year Heads. When attendance falls below expectations, a range of bespoke interventions are employed to re-engage the young person. A particular intervention has been piloted this session in which an attendance meeting has been arranged involving the young person, their family and partners from the Health & Social Care Partnership (HSCP) to ascertain if further supports are required by the family to ensure their child attends school. Children 1<sup>st</sup> have also worked closely with some of our families to ensure any barriers to learning are being removed. This pilot is still in its early stages but initial signs are positive with those who are engaging showing signs of improved attendance. We are now looking at developing this pilot further to include earlier intervention for young people at risk of not attending.

#### **Mental Health & Wellbeing Day**

The Health & Wellbeing (H&WB) Improvement Group introduced this new feature to the school calendar. During SQA study leave, all S1-3 pupils participated in an activity, in or out of school, which had a focus on an aspect of health & wellbeing, as the climax to the H&WB week.

- Science staff were part of the organisation or took a lead in activities for Mental Health & Wellbeing day. There was a markedly different ethos in the school that day as people of all ages got to know each other on a more personal level and not as staff/pupils/year groups. This has contributed to more positive relationships and a more relaxed atmosphere during the learning process.

### **3.2 Raising attainment and achievement**

#### **Attainment in the Broad General Education**

- The percentage of pupils **attaining 3<sup>rd</sup> Level** by the end of S3 in June 2019 was:  
Reading 97% Writing 98% Talking & Listening 98% Maths 98%
- The percentage of pupils **attaining 4<sup>th</sup> Level** by the end of S3 was:  
Reading 67% Writing 69% Talking & Listening 77% Maths 50%

#### **SQA Results 2019**

- The percentage of pupils attaining 5 or more **National 5 awards** rose by over 8%, exceeding 60% for the second time in 3 years.

- The **S5 Higher** results reached an all-time high of 20% for 5 or more Higher awards. The 3+ and 1+ S5 Highers dropped back from last year's all-time highs.
- The percentage attaining 5+, 3+ and 1+ **Highers by S6** all reached all-time highs.
- See Appendix 1 for details.
- Pupils' achievements in the SQA exams are recognised and celebrated in the annual **SQA Award Ceremony**. All S4 pupils with the equivalent of 7 National 5 passes (62) and all S5 pupils with 3+ Higher passes (33) were invited, with their parents/carers, to attend. There were also awards for the top performer in each subject and a Dux and Runner-up Dux award for the highest performers overall in S5.
- The number of merits issued across the school last session rose to a staggering 141000 from 57,000 the year before. The number of demerits reached 6500, in comparison with 6,000 de-merits the previous year. The disproportionate increase in merits emphasises the continuing **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 over 1700 followers (a rise of 300 from last session). On the Health & Wellbeing day alone, over 70 tweets went out informing the community of the activities.
- Our **trophy cabinet** at the school reception is (for the first time in memory) filled with awards & trophies obtained this session, many from sporting events. This gives visitors a quick visual confirmation of the talents and levels of success of Barrhead High pupils:
  - East Renfrewshire dance champions
  - East Renfrewshire junior badminton champions
  - East Renfrewshire secondary games champions
  - West Central girls' football champions
  - Gold and silver teams at the East Renfrewshire gymnastics competition and silver in level 2 at the Scottish schools finals in Perth
  - Boys u16 football champions in league and cup.
  - Fraser Crossan won 800m at West of Scotland finals after winning the East Ren competition
- Kira Henry received a **Diana Award** for her volunteering. – Kira is an outstanding role model for other pupils and many young people trust Kira and look up to her. She uses this to motivate them, encourage them to make appropriate decisions and directs a lot of these young people into clubs and sport. She shows incredible enthusiasm for sport and involving young people in extracurricular clubs, attending every club possible. She is also part of a number of clubs and councils both in and out of school and dedicates an incredible amount of her free time to volunteering for the local community. Kira is passionate about giving young people a voice and is determined to make a difference for young people in her local community.
- **Showcase events** in Music and Drama, the Cluster Music Café and Pantomime have all been successful in encouraging pupils to recognise and celebrate their own talents. These have also acted as opportunities for parental engagement and to celebrate successes and achievements of our young people.

### **Clubs & Activities**

- There has been a significant increase in **club participation** from 27 clubs in 2016/7 to 42 in 2018/19. There were 57% of S1-6 pupils attending clubs; 70% of S1-3.
- Over 100 young people and more than 10 staff participate in the **Friday Club** every week. This has created an excellent environment and has resulted in stronger relationships between staff and pupils.
- The school held its first ever **Sports Dinner** to recognise these successes, organised by our NQT in PE. Pupils from all of the sports clubs attended and a variety of awards were given out. This was an excellent evening which the pupils thoroughly enjoyed. This is now planned to be an annual event.

## **Next Steps**

### **3.1 Ensuring wellbeing, equality and inclusion**

- Maths will continue to use PEF funding to provide **additional support** for targeted pupils - an additional staff member to provide support to pupils in lower SIMD bandings and 'borderline' National 5 candidates; SNSA data analysis will feed into this to help 'close the gap', as well as continuing to use Jo Boaler resources to help improve the mindsets of these pupils.
- The HSCP pilot (referred to above) will be developed further to include earlier intervention for young people at risk of not attending school.

### **3.2 Raising attainment and achievement**

- Following the SQA exams, **results will be analysed** using data from the school, local authority (EMIS) and national (SEEMIS) management of information systems, and Insight (the Scottish Government analysis tool). Progress against the ERC targets will be audited and SQA action plans drawn up.
- The Technologies faculty will take on board feedback from collaborative review in terms of **recognising achievement** across the faculty – learning from the Business Education model.

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

### **PT Development – Pupil Voice**

- The Student Council is well established with key equity groups participating and continued high levels of engagement and participation of pupils from all year groups. There are 38% members from SIMD 1-3, sustained throughout the year; an increase on last year and an accurate representation of the school community.
- The Student Council has taken ownership of the merit scheme by deciding rewards, planning reward days and carrying out market research to ask the opinions of more pupils outwith the student council.
- Several leadership opportunities were created for pupils, (often from key equity groups) presenting, leading, participating in wider school activities and working with staff, the parent council and the wider community eg the steering group for Improvements to Cowan Park, part of a group working with the Health and Social Care Partnership, working with Parent Council on the school Mosaic, meeting with June Cormie, the school's catering manager.
- Use is made of display boards, Twitter, announcements at assemblies and termly emails to staff to enhance the pupil voice profile, increase the visibility of achievements and communicate ideas.

### **PT Development – Achievement**

- There has been a significant increase in club participation from 27 clubs in 2016/7 to 42 in 2018/19. There were 57% of S1-6 pupils attending clubs; 70% of S1-3.
- Over 100 young people and more than 10 staff participate in the Friday Club every week. This has created an excellent environment and has resulted in stronger relationships between staff and pupils.
- In the Achievement committee, 7/8 pupils are from SIMD 1-4. The achievement ambassadors have given a more consistent approach to recognising achievement within classes through a whole-school pupil of the month system.
- Procedures for award ceremonies were reviewed and amended. A major pupil, staff and parent consultation was undertaken and in the pupil focus group 9/14 pupil participants were from SIMD 1-4. Under the new criteria for nomination, more pupils in SIMD 1-4 are now receiving awards and consequently more parents and carers from SIMD 1-4 have been involved.
- A number of young people in SIMD 1-4 have achieved a Saltire award, including the 500hrs award. The Saltire Ambassadors continued to raise awareness and increase interest in volunteering. An S4 pupil in SIMD 4 attained a Diana award for volunteering. All S1 received the Barrhead sports leaders' programme award.
- Achievements within/outwith school are publicised and celebrated through a variety of media. There are 1668 Twitter followers; achievements are included in every assembly.

### **PT Development – Digital Literacy**

- More pupils access the curriculum digitally, especially those with chromebooks (PEF) and S1 and S2 pupils are given extra Chromebook support (4 weeks).
- Increased pupil participation in digital activities – 20% of the Digital Leaders Club are from SIMD 1-3; 30% of BBC Schools News Report participants are from SIMD 1-3.
- More staff are supported to access online learning environments allowing greater pupil experience and access to materials / online support.
- Pupil and staff GLOW/Google Classroom logins outperform most other high schools in ERC - 11788 student GLOW logins; 3,177 staff logins - second highest in both cases (Mar 2019).
- Increased parental engagement to support learners (SMHW).
- Digital Schools Award achieved following validation visit 5/6/19.

### **Pupil Support Assistant (PSA)**

- An additional PSA was appointed to monitor & track pupils whose attendance issues were leaving them at risk of disengagement. The post allows admin support to identify



and monitor the pupils alongside the Pupil Support staff, as well as specific support direct to pupils in individual / group / class contexts.

**Additional Support in Literacy / Numeracy**

- An additional staff member was allocated 2 days per week in the Maths department to help boost confidence and attainment of pupils on the cusp of following a National 5 pathway from S1-S4. Pupils were targeted from lower SIMD categories.
- Pupils attended extra Maths classes and/or were extracted during Maths periods to work in smaller groups with the additional staff member.

**What is our capacity for continuous improvement?**

In the individual report for the High School in 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”. The BGE review this session gave evidence of further improvement and also identified areas which required further development. The other reviews also indicate the commitment of the whole school community to ongoing improvement.

The school has experienced one of its most successful sessions in recent times across many areas. The continuing improvement across a range of measures in the SQA results; the successes of individuals, groups and teams in a variety of contexts beyond the attainment measures; the gaining of the Digital Schools Award and Vision Schools Scotland award have all evidenced the school’s success in a wide range of contexts. Pupils, staff and parents have recognised the improvement in the ethos and culture across the school and the data collected would support this.

Staff continue to drive forward with the improvement agenda and the voluntary participation in the Teaching & Learning group alone is evidence of the readiness to self-evaluate and seek improvements at an individual, faculty and school level.

Pupil participation in a wide range of activities is further evidence of the success of the school and parents continue to play a strong and supportive role, particularly through the Parent Council.

The new building continues to impact on the life of the school in a highly positive manner and has facilitated the continuous improvement of the whole school community across all areas of its work.

**National Improvement Framework Quality Indicators**

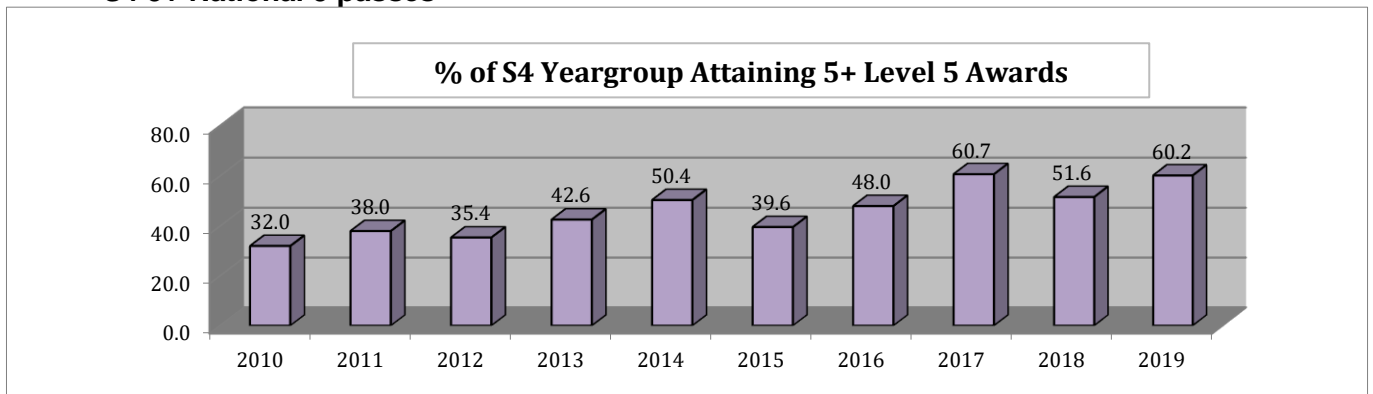
Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	VERY GOOD	
2.3 Learning, teaching and assessment	VERY GOOD	
3.1 Ensuring wellbeing, equity and inclusion	VERY GOOD	
3.2 Securing children’s progress / Raising attainment and achievement	VERY GOOD	

**School Improvement Priorities 2018-2019**

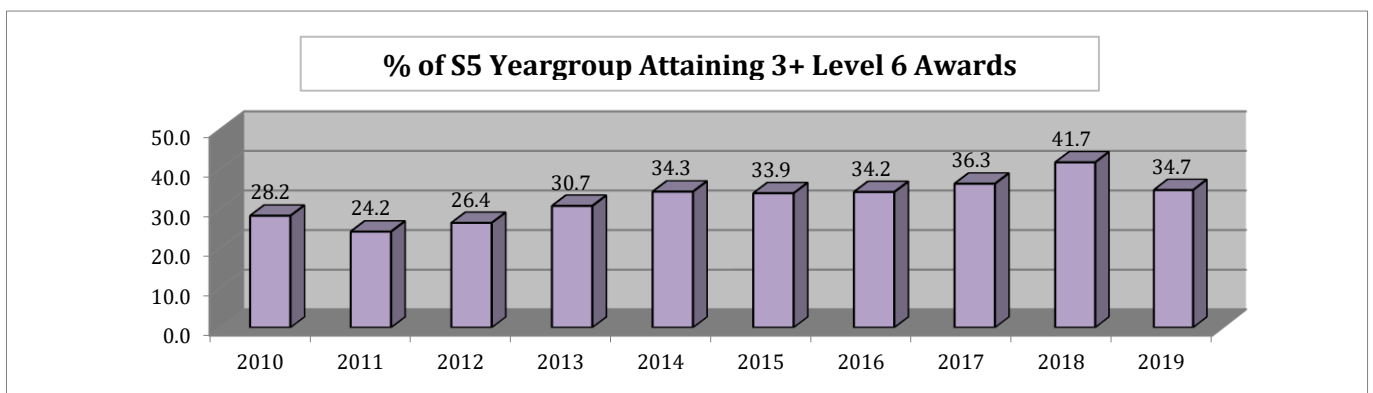
1. To ensure effective leadership and management of the school community
2. To offer learning provision of the highest quality
3. To improve the levels of successes and achievement of all pupils

## APPENDIX 1 - SQA Exam Results, Aug 2019

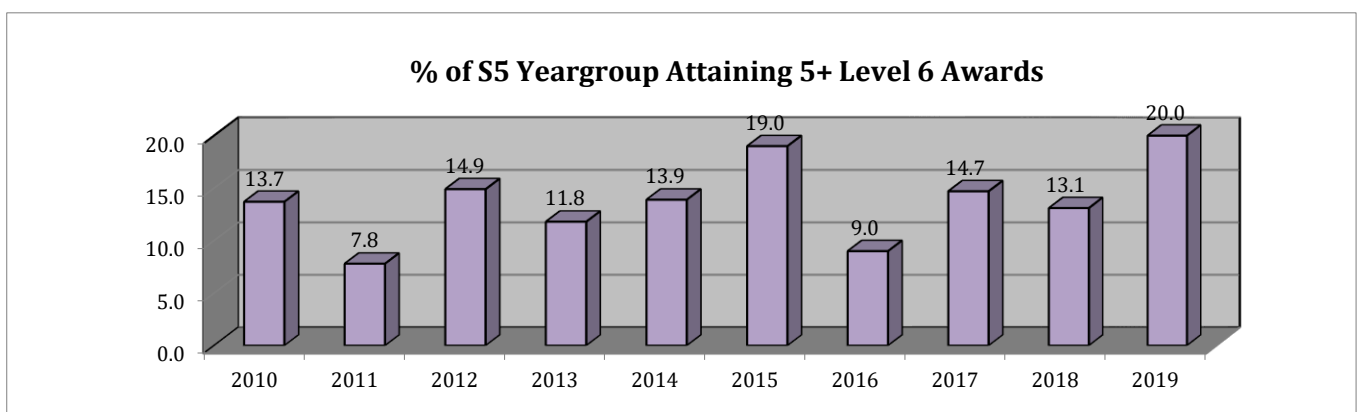
- **S4 5+ National 5 passes**



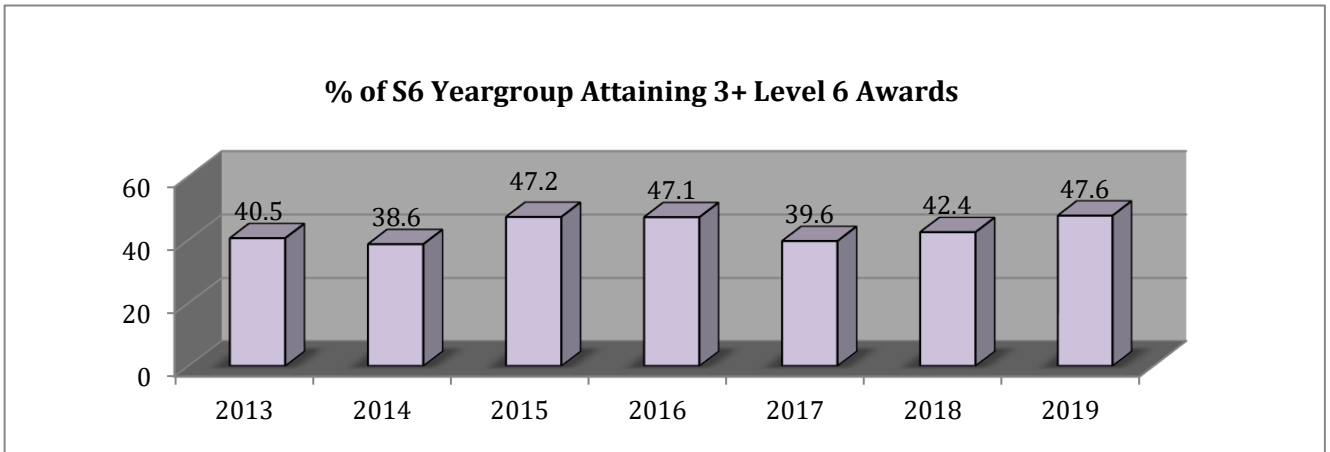
- **S5 3+ Higher passes**



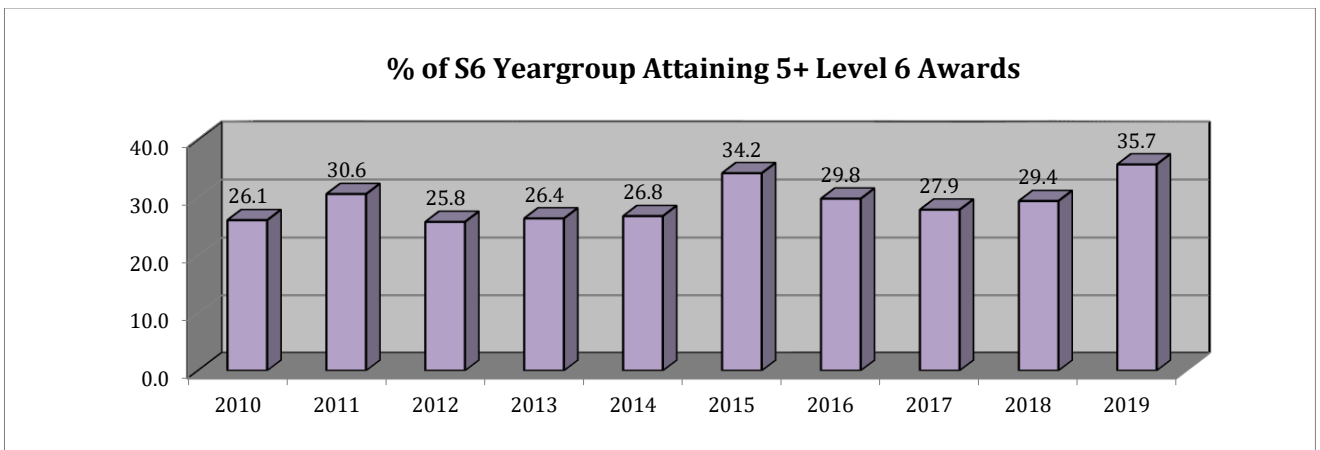
- **S5 5+ Higher passes**



- **S6 3+ Higher passes**



- **S6 5+ Higher passes**



- **School Leaver Destinations 2017/18**

