
Barrhead High School

Standards and Quality Report

Session 2014/15

The Standards and Quality Report – key purposes:

- to report on the progress in implementing priorities listed in the School Improvement Plan
- to indicate the progress made in meeting agreed targets in appropriate areas
- to provide an evaluative summary of the quality of the work across a range of areas in the school
- to highlight strengths and identify priorities for next year

Background Information:

Barrhead High School is a six year non-denominational, comprehensive school serving the town of Barrhead; it has three associated Primary Schools - Carlibar, Cross Arthurlie, and Springhill & Auchenback.

The school roll is currently 580 and with an increasing staying-on rate.

The school is staffed with 54 teachers and 25 support staff. There is an active Parent Council which is committed to promoting and supporting the school. School staff work in partnership with staff from a range of support agencies to ensure the highest quality educational experience for pupils.

There is a positive ethos across the school and a high degree of loyalty is shown by staff, pupils and parents, as well as the wider community, to the school, its aims and objectives. Staff expect pupils to achieve to the maximum of their potential, both academically and socially. The vast majority of pupils respond positively in the classroom and in their participation in school activities. There is a wide range of activities, sporting, cultural, educational, which the staff provide. Relationships between staff and pupils are good and most pupils are happy in the school.

Vision, Values and Aims

Pupils, parents and staff have worked together to create a new 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.

Our Main Priorities for 2014/15

The main priorities for session 2014/15 were detailed in the 2014/15 School Improvement Plan and focus on:

- Develop the Curriculum in line with *Curriculum for Excellence*
- Improve the Quality of Teaching and the Learning Experience of Pupils
- Develop an Ethos of Inclusion and Achievement
- Develop Partnerships to Support Learners' Experiences
- Self-Evaluation
- Develop Leadership

Methods 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) 3 self-evaluation documentation
- Extensive programme of lesson observations based on HGIOS 3 QIs
- Informal and formal consultation with staff, pupils, parents and other stakeholders
- Staff involvement in PRD programme
- Regular consultation with Parent Council

Section 1 How good are we at recognising achievement and raising attainment? (How Good is Our School QI 1.1)

EVALUATION GOOD

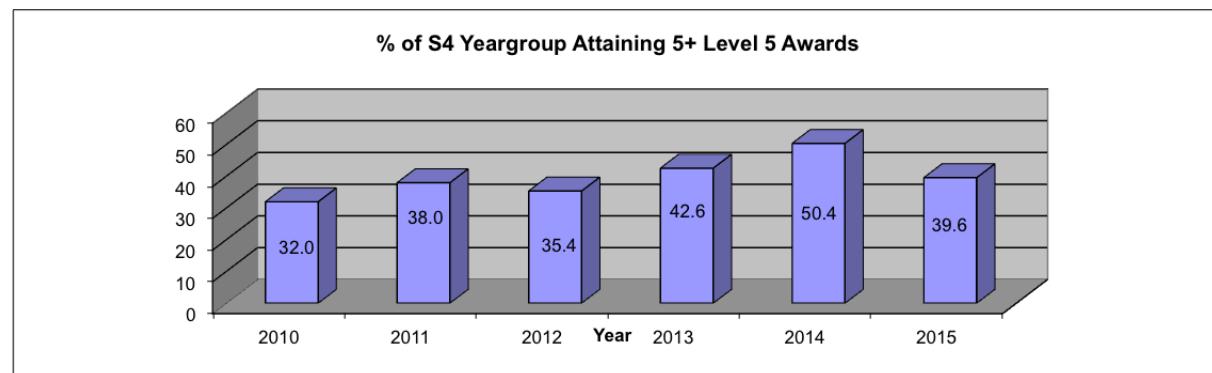
Standards of Attainment over time

The general improvement that the school has seen over the past 5 years continued in S5 and S6 this session. However there was a significant drop in S4 at National 5 which has given rise to some concern.

Barrhead High School continues to perform above the national average and significantly higher in comparison to its comparator schools within the national context. Staff are currently using the Scottish Government analysis tool (INSIGHT) to complete a detailed analysis.

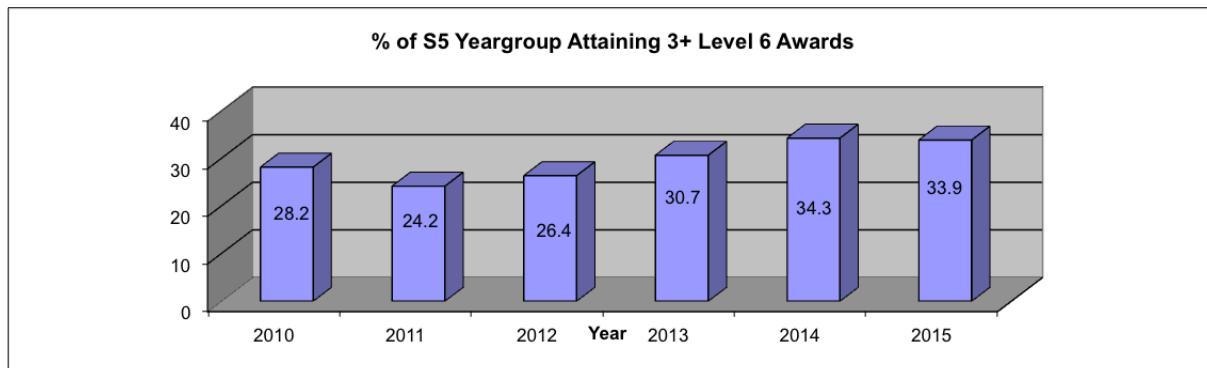
In S4, following the record high in the performance indicator **5+ awards at Level 5 (Intermediate 2 / National 5 level)** at 50.4% in 2014, this session this dropped to 39.6% (see Graph 1 below).

Graph 1

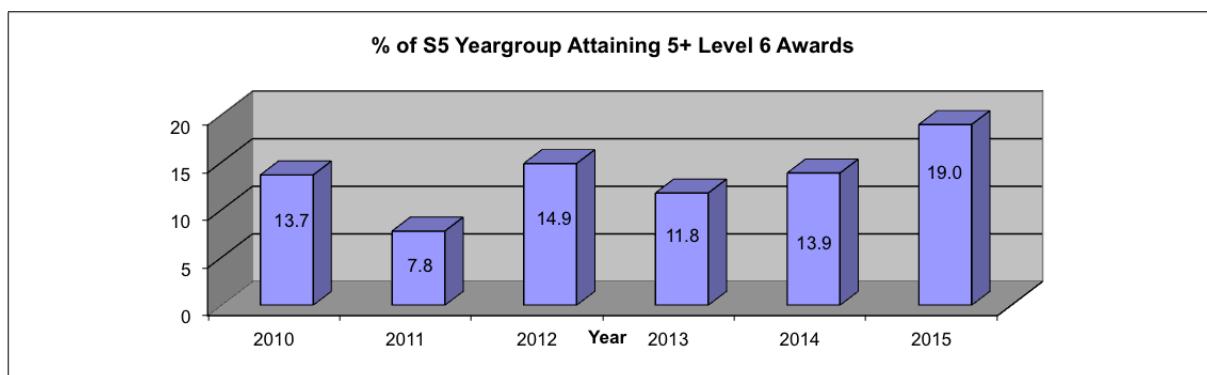


In S5, 33.9% of pupils achieved **3+ Level 6 (Higher) passes**, not quite matching last session's record high of 34.3% (see Graph 2 below). The school achieved its highest ever results for **5+ Level 6 (Higher) passes** at 19.0%, up from the previous record of 14.9% in 2012 (see Graph 3 below). Only 1 pupil this year achieved **5 A-passes at Higher**.

Graph 2

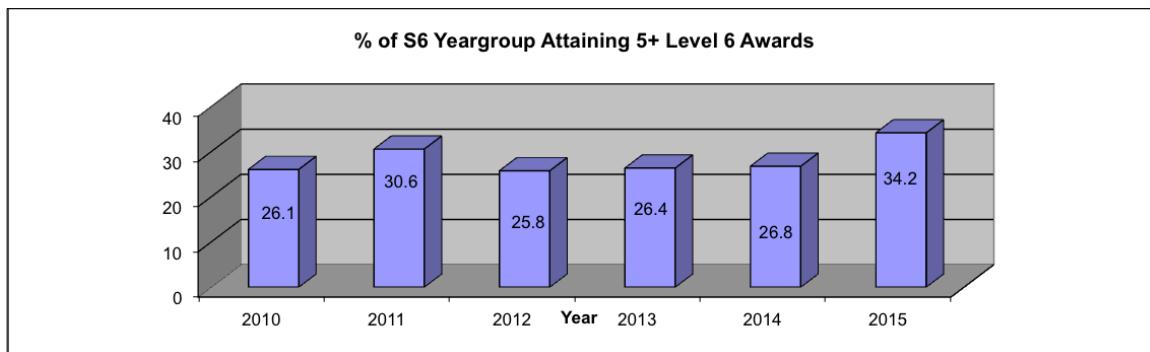


Graph 3



The percentage of S6 pupils achieving **5 Highers by the end of S6** has reached an all time high of 34.2% - almost 4% higher than the previous best value.

Graph 4



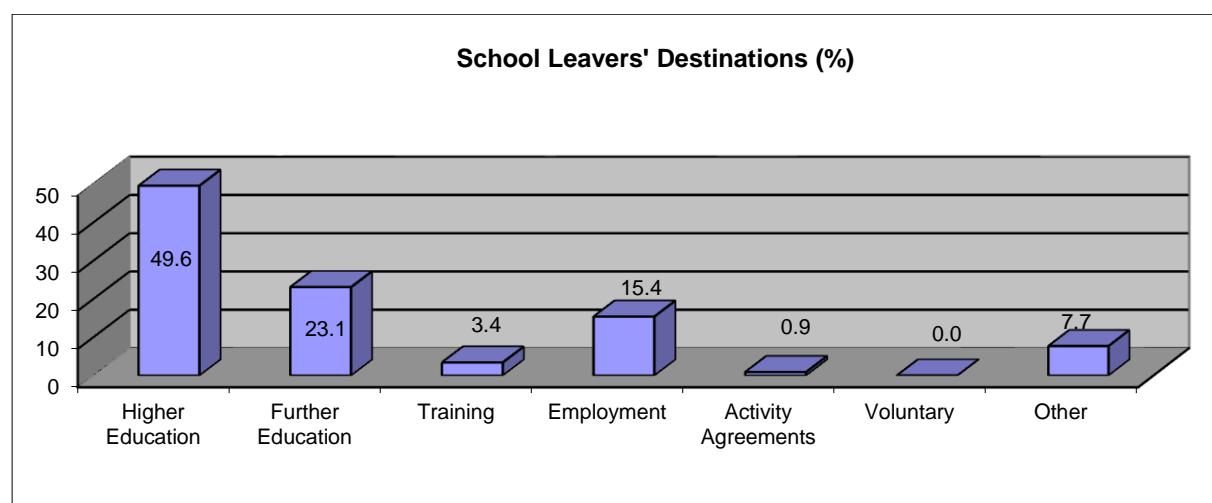
In Advanced Higher, 21.3% of pupils gained a pass in **1+ Advanced Higher**, not matching last session's all time high, but being the second best result over the years.

As usual, an “in depth” **analysis of the 2015 SQA Results** will now be carried out involving SLT, Principal Teachers and teaching staff, making use of the raw data, the information provided by EMIS and through INSIGHT and the teachers’ professional

reflection, resulting in specific Action Plans for each faculty/department. These will give a framework for further evaluation of progress over the session.

We have continued to work with our partners in Skills Development Scotland to ensure as many pupils as possible achieve positive destinations. Our percentage going to Higher Education has risen to 49.6%, not quite matching the all-time high of 52.0% in 2011/12 but our second highest ever; 11 percentage points above the national average of 38.6%. The 'Other' category has risen from 5.9% to 7.7% so our positive destinations have dropped to 92.3%, exactly the same as the national average although below the ERC average of 96.0%. These results are based on the SDS figures for 2013/14 (figures for 2014/15 not yet available) (see Graph 5 below).

Graph 5



Overall Quality of Learners' Achievement

There has been a significant amount of success in a wide range of **competitions and other events** this session:

- Adam Innes, Iain MacCuish and Andrew Miller won the Asteroid Detection challenge at Strathclyde University. The school received £335 as the prize.
- Pupils participated in three speaking competition teams this year:
 - In the Rotary Speakers' Club competition the Barrhead team of Eilidh Weatherston, Kirsty Robson and Daniella Mundemba were awarded second place.
 - In the Rotary Youth Speaks competition, Barrhead High entered two teams. The Intermediate team of Jonathan Gibson S2, Lee Ternan S2 and Tom MacKay S3 were the winners; the Senior team of Ally Campbell S6, Euan Stevenson S5 and Fraser Lundie S5 were runners up.
- A number of our pupils were recognised and rewarded in the ERC Convenor's Award ceremony in June: Iona Ross, Stuart Faulds and Ailish Douglas for Sports; Jordan MacLeod for Creativity and Kierran Adams and Fraser Lundie for Community Service.

- Keirran Adams (S6) and Fraser Lundie (S5) received a Diana Award for volunteering work. In addition, both boys were invited to London to receive their award. Only 3 young people from Scotland and 75 in total from across the UK were given this recognition and opportunity.
- Iona Ross, Darren Caldwell and David Athey came 2nd in the Schools Engineering Challenge, involving 10 schools from the greater Glasgow area.
- The East Renfrewshire Young Team won the Diversionary Project award and also the overall award across all categories in the Police Scotland Local Policing Year One Awards.
- The school achieved reaccreditation as a Green Flag school.
- Rachel Gibson and Fraser Lundie participated in the visit to Auschwitz-Birkenau in October. They both were involved in various presentations about their experiences to classes and yeargroups.
- Iain MacCuish won and Aimee Long was runner up in the Young Linguist of the Year contest, organised by the local Barrhead Rotary group.
- Calum Ferguson was runner up in the Rotary Euroscola competition.
- For the fourth year, all S1 pupils achieved their John Muir Award this year through interdisciplinary work, again in relation to the Water Works project.
- Euan Stevenson was selected for the ERC immersion visit to China in July and became the group spokesperson, meeting Nicola Sturgeon.
- Fraser White and Sarah Cluckie were selected to represent ERC in Brussels in July as part of an essay writing competition.
- Nathan Greig (S2) won the ERC Jewellery Design competition.

In sporting events, there has again been a number of sporting successes at school, district and national levels, both for school teams and individuals. Many pupils represent the school or district and some have been involved at national level. The following pupils / teams / groups have achieved **sporting success**:

- Iona Ross – Girls National Basketball Squad.
- Stuart Faulds & Ross Bernard – Represented Paisley & District (P & D) select - football.
- Divisional Sports medallists:
 - S2 Girls - Shot Putt: 3rd - Iona McDermott,
 - S1 Boys – 400M - 2nd – Simon Millar.
 - S1 Boys – 100M – 1st – Simon Millar.
- Kirsty McGinley was invited to the Summer Swimming Meet in Edinburgh in July. The 3 swims are 400 IM, 200 IM and 200 back. The British and Summer meets are invite only, seeing the top 25 British swimmers being invited to the British Meet and the next 10,15 or 20 Scottish swimmers, dependant on stroke/ distance being invited to the Summer Meet. Kirsty has also managed to achieve 10 qualifying times for the Scottish Nationals Open which she attended at the end of June.
- Three pupils took part Swimming in the Scottish National 5K swimming event and results are as follows:
 - Kirsty McGinley : Time. 01:06:12 Result : Gold medalist in 15/16 age group/ 6th place in Open.
 - Neil MacCuish : Time. 01:06:11. Result : 9th in 17/24 age group / 16th in Open.

- Iain MacCuish : Time. 01:09:30. Result : 5th in 15/16 age group / 20th in Open.
- Kyle O'Neill gained a silver medal in the 2014 SSSA Indoor Skier / Boarder Cross Secondary Schools Championships for his snowboarding.
- Iona McDermott (S2) & Simon Millar (S1) were selected for the ERC athletics team for the Inter – Authority games.
 - Simon Millar was 1st in the 100m in a time of 12.6 seconds. He was also part of the relay team which finished 2nd in that event.
 - Iona McDermott was 2nd in the Shot Putt.
- Johnathan Gilmour (S5) competed in the Scottish National Championships and won gold in his own Category, securing the title of Junior 16-17 national Champion 2014. He also fought up in seniors (over 18) teams and won Gold with his team, securing the Senior Team National Champions 2014. He then went on to win a bronze medal for individual kumite, and a bronze for the team in Poland.
- 15 Senior pupils took part in Fencing, achieving a leadership award for Ready, Steady, Fence.
- The school had the following teams this year: Under 14, Under 16 & Under 18 boys football teams; Girls football team; Senior boys basketball teams; Girls basketball team.
- An Army Day was arranged by the PE department. Classes from S1 to S5 were involved in various activities in their year groups, such as stretcher racing and obstacle courses with a cannon, then having to build it.
- Girls in PE day – all girls were involved in a day of sport, which included dancing & yoga.
- A group of S1 pupils participated in a cricket tournament this session.
- Blair Richardson was given a contract with day-release for St Mirren FC.

Impact of School Improvement Plan

Curriculum for Excellence continued to be a major focus in the plan and much of the first two targets (**Develop the Curriculum in line with Curriculum for Excellence** and **Improve the Quality of Teaching and the Learning Experience of Pupils**) aimed to develop within that context, both at the Broad General Education stage and the Senior stage.

The focus this year was on making our first presentations for National 3, 4 & 5. Much of the development work centred around this, both within the school and across ERC. More detail on some specific developments has been included in Sections 2 and 3.

Interdisciplinary Learning continued to be a major focus with some very significant new developments – particularly our WW1 Remembrance Day.

The school has continued to build on the previous successes in the target to **Develop an Ethos of Inclusion and Achievement**. The Merit Scheme, nurture groups, classroom charter and the RESPECT agenda continue to play a major role in the management of behaviour and creating an appropriate ethos. A significant

amount of staff development was centred around attachment theory and nurturing approaches.

Partnership working has continued to be a growing area of focus in both curricular and support developments, as the school seeks to further **Develop Partnerships to Support Learners' Experience**.

Self Evaluation is well established across the school at various levels. Departments and faculties use a variety of approaches to consider in depth learning, teaching and assessment. The whole school programme of learning visits continues to provide examples of good practice and areas of development, both of which are highlighted and addressed through the collegiate working time. Pupils continue to have an increasing voice on matters of concern to them.

Through our focus to **Develop Leadership** we have seen both pupils and staff taking leadership responsibilities in a variety of areas.

Section 2 How well do we meet the needs of our stakeholders? (How Good is Our School QIs 2.1, 2.2, 3.1, 4.1, 4.2)

EVALUATION VERY GOOD

Impact on Learners

The major area for development across the school this session was the **new National courses**. Staff in all subject areas have developed new courses to present pupils at National 3, 4 or 5 for the first time. In some cases, this has involved modifying the existing Access or Intermediate 1 & 2 courses. In others, it has necessitated a completely new development.

In English, staff share success criteria with pupils at all levels. S3-S6 have criteria frontsheets so pupils are aware what is required. With S3 National 5 classes, these are given in terms of both National 4/5 criteria and CfE Experiences and Outcomes to emphasise the continuity of learning.

In the Science subjects, past paper booklets in Chemistry and Physics and the model answer booklet in Biology have provided genuine opportunities for independent self-study and crucial exam practice. Learners making use of these resources reported the benefit.

The Expressive Arts report greater use of ICT in teaching and learning across the faculty; pupils are involved in internet research lessons at National 4/5 promoting independent learning and personalisation and choice.

With the development of new courses, particularly for the SQA, there has been a major emphasis on the **moderation of assessment**. The SQA have set up extensive procedures for moderation and verifying assessment instruments and decisions. Five members of our staff have been nominated and trained to take a lead in this area across ERC. All departments have had to set up internal procedures to allow this to happen and most faculties were moderated with success by the SQA this session.

Departments continue to evaluate and modify as required, **courses in S1/2**, particularly in the light of the first run through the Nationals. Science have introduced an evaluation form in S1 to evaluate the engagement with the discreet sciences and their intentions for subject choice in S2. Social subjects have identified room for improvement in the assessment of S1/2 learners and plan to implement a more robust system. This does not however mean that more formal assessment is required; merely that evidence for outcomes is recorded more formally, to ensure consistency over time and across subject areas.

In the Expressive Arts, materials have been altered to engage pupils in more active learning in the classroom making it easier to assess pupil progress and identify those in need of extension work to reinforce learning. The Health & Fitness faculty also report changes made to the course structure in S1/S2. 'Factors' have now been added in that are relevant to the activities that pupils are doing throughout the school; for example, in badminton, pupils will work on 2 Factors: Physical (Skills) & Mental (Concentration). This will introduce them to the basic concepts before they enter theory courses in S3 onwards.

A number of initiatives to support pupils have been introduced or extended last session. The programme of **Check-In groups** has been further extended as has the number of personnel involved. These groups continue to play a vital role in supporting some of our more vulnerable young people settle into school life.

A group of S1 pupils, who are all dyslexic, formed the '**D Team**'. They made a DVD for staff that was showcased at the Authority Dyslexia Awareness week at Mearns Primary, and the DVD is now used as part of the NQT training. They also arranged and organised the new coloured signs for the corridors to assist pupils with this condition to find their way around the school more easily. The group want to continue next session with further plans and are aiming to become trainers in Digital Exams.

The **Reading Recovery** project had a significant impact on a group of 5 S1/2 pupils this session. It was devised and introduced by staff from the Support for Learning department and involved some intensive work with individual pupils, with some startling successes. Reading ages were raised by 12 – 36 months and class teachers reported on the impact. A presentation was made to the ERC Education Committee about the work. In the coming session, this approach will be adopted with S1/2 English classes, running group reading sessions at the start of each period instead of individual reading. Pupils have been assessed and their progress will be monitored.

A noticeable rise over recent years has been noted in the number of pupils experiencing difficulties in the areas of **emotional wellbeing**. Two of our own Pastoral staff have run support groups and our Social Justice manager has worked with junior pupils, while some ERC staff have offered further help aimed at senior yeargroups. During Easter School, our Educational Psychologists ran a special session on dealing with exam stress, which received a very positive evaluation from the pupils involved. Our PT Behaviour offered the Seasons for Growth programme which supports young people in dealing with loss. The Support team piloted a Health and Wellbeing Event for S2 pupils which originated from last session's S5 Youth Achievement Award "Talk" campaign. Two of our Pastoral team have been trained in "Living Life To The Full" and they will introduce this cognitive behavioural therapy programme in the school.

A member of the Support for Learning staff piloted **Lego Therapy** to support some pupils with their communication. In this, pupils take on clear roles and learn the importance of and skills in working together in order to create and build together.

The School's Success in Involving Parents, Carers and Families

Staff continue to adopt and develop a variety of methods with an aim to improving **communication with parents**. Reporting continues to be a main focus and a number of departments report a noticeable improvement in consistency in reporting to parents following on from staff training, and reminders at reporting time of the format to follow.

The Science faculty has introduced a parental information sheet for all subjects, giving parents an indication of what their child needs to do and what resources are available; and also an exam revision jotter initiative. They are looking to monitor learner use of the revision material more closely and involving parents in sharing the responsibility for this. A parent signature page will be introduced in the coming session.

We have seen an increase this session in the use of **TWITTER**. A number of our major trips this session introduced a TWITTER site which allowed parents (and staff and friends) to keep up to date with what the young people were doing. This proved very popular with the parents in particular. The France Trip has set an extremely high standard in this!

Some subject departments have also been making use of TWITTER. The PE department have 113 followers on their TWITTER account with over 320 tweets made, plus many more on the school TWITTER account. Achievements and photos are posted on a regular basis. Social Subjects have a member of staff who has taken on the responsibility for their department updates and other departments are also looking at developing this. This is an area that will continue to develop over the coming years.

We repeated our **Showcase Event** in November which allows particularly new or prospective parents to see what Barrhead High School has to offer. Staff from all departments helped pupils to demonstrate a variety of learning activities and the feedback was very positive.

Parents are very supportive of school teams and a number of parents turn up regularly to watch football games, both home and away, which is really appreciated. This year parents have taken their son / daughter to various events to represent the school.

A new event which received a high level of parental support was our **PE Showcase** in June. The event was initiated by our new appointment in PE last session and was a great success. Parents, pupils and staff joined us at the evening event to watch some impressive (if for me quite scary) skills in gymnastics and trampolining.

The **Parent Council** have continued to play an active supportive role in the life of the school and have again channelled money from fundraising to various pupil activities. They have also played a role in the consultations relating to the new school.

The Engagement of Staff in the Life and Work of the School

Although Jen Nugent left us in June 2014 to take up a Depute Head Teacher post, we were unable to make a permanent appointment to replace her due to an impending ERC management review. Robert Clelland has filled this post since, on a temporary basis.

Lisa Allan, our PT Social Subjects, was requested by the SQA to join them on a secondment from August 2014 to assist in the development and implementation of the new Geography courses. Lisa took up this post on a part-time basis and Nikky Walker took on responsibilities as part-time PT Social Subjects faculty, and will continue in this role in Session 2015/16.

In October 2014, we were joined by Nicola Cunningham in Drama to replace Katy Booth. Later in the session, Nicola took on the acting role of PT Expressive Arts to cover Caroline Dickov's absence. In November 2014, we appointed David Herd to join our History department and we also appointed Alison Murray as a Science Technician to finally give us our full complement and some stability in the Technician department.

In June 2015, following the retirements of Steven Caniffi (Biology) and Jackie Morning (English), we were pleased to appoint Reubia Asif (Biology) and Alan Bendall (English). Elaine Toni also departed from the Maths department to return to teaching abroad and was replaced by Jamie Alexander.

This session also saw Roddie McInnes leaving us to take up duties as janitor in St John's Primary and Susan Stewart retiring from the School Office.

The **development of the new National courses** has necessitated a high level of staff commitment and involvement. For example, the English Department was involved in "dual" marking with moderation meetings held to assess S3 pupil work at National 4 & 5 levels and also against CfE Experiences and Outcomes.

There was again this session a high level of formal and informal **supported study** offered across the school as well as Easter School classes. In addition to structured sessions, some departments, like Art & Design, offered middle and upper school pupils access to the department 4 days per week.

Interdisciplinary Learning (IDL) continues to be a focus for staff across all departments. For example, the Modern Languages department has participated in the whole-school IDL projects this session, particularly the cross-curricular China project and in teaching Spanish for Rapid Response.

Staff continue to take an active role in the wider life of the school. Most faculties report that almost all their staff are members of **working groups** including: the Learning & Teaching Group, Quality Assurance, Literacy Group, John Muir group, Eco-schools, Duke of Edinburgh, Numeracy, Health and Well-being.

The usual range of **clubs and activities** has been on offer this session with some new additions: members of the Science faculty coordinated the BAE boat building challenge and organised a robotics club which involves all associated primaries as well as BHS junior pupils. The Music department and PE staff continue to offer an extensive range of extra-curricular activities. The PE department have also made excellent use of the Astroturf park. Most lunchtimes, the park has been used by a regular group of pupils and staff have provided supervision.

Staff continue to lead and assist on **school trips** including, this session, the Adventure Weekend, the France Trip and the Ski Trip. New additions this year were a trip to Rome and a visit to Stratford.

The School's Success in Working with and Engaging with the Local Community

A significant amount of **development work** was coordinated and shared through the ERC subject groups and staff from Barrhead HS made notable contributions to this. Staff from the English Department were involved in the organisation and delivery of Continuing Professional Development (CPD) for other English teachers and in the organisation and promotion of the ERC English teachers' shared website, enabling all ERC English staff to both share and access material in an attempt to cut down workload and increase consistency and communication across the authority. Members of our Science Faculty played an active part in the ERC Chemistry development group, led an East Renfrewshire group for the development of new AH Biology course and led the ERC Physics development group, as well as providing Physics departments across ERC with considerable support re the assessment of new qualifications.

Barrhead High staff have continued to play an active role in **Cluster** working. In Maths, cluster meetings have taken place to agree standards in making professional judgements across all the schools. Assessment practice and types of assessment (block assessments as opposed to individual topic assessments) have been introduced and new shared homework tasks have been developed.

Science staff have revamped the transition lessons in the **Primary Transition** programme. To make stronger real world links, the dyeing project was implemented, reviewed and evaluated. It will now be supplemented with a rolling programme of pH, electrophoresis and EM spectrum projects. This will give the P7 learners a taste of Biology, Chemistry and Physics and will also be beneficial to primary staff observing these lessons. The Lego Mindstorm kits are also being used in an annual robotics challenge within our primary cluster. Pupils from the High School act as mentors and the project has proved to be very successful in its first year.

Various departments and faculties have continued to build up **links to the local community**. The Social Subjects faculty has links with the Dams to Darnley, Loch Lomond and Culzean Rangers, and have recently made links with Silverburn, although this is proving more difficult to maintain. Our Religious & Moral Education department has built on links with Scripture Union and the local chaplains and this

year, has developed links with Greenock Prison resulting in a very successful visit for the Higher class. They have also had guest speakers from the Ukraine, Kosovo and Albania, and armed service personnel to broaden experiences and increase engagement. Senior RMPS pupils have continued to attend Kelvinside Academy's Religious Studies Conference, developing links with other teachers and giving pupils an opportunity to experience a Higher Education style lecture.

The school continues to be supported by **Barrhead Rotary Club** who, again, sponsored our Young Linguist Award for S4 pupils and supported our AH candidate in applying for Euroscola. The Club held their annual Young Linguist event with speakers including Craig Trench of S6 talking about his experiences in China, and our Mandarin teacher talking about cultural differences between Scotland and China. This event was well supported by the parents and families of the pupils receiving awards. Rotary again sponsored one of our pupils, Adam Innes, on a week long leadership course during the summer holidays.

Barrhead Trampolining Club offered sessions to pupils after school for in return for using of one of the games halls and a National 5 PE class used the Barrhead Sports Centre in term 2. Some of our senior pupils officiated at sporting events including basketball games and primary festivals or sports days.

One result of changes to Study Leave, with National 4 not having a final exam, was an opportunity to extend our **work experience** programme to include 4 weeks of extra placements for S4 within our local community. We are very grateful to all the local employers and businesses who facilitated this. Many pupils also participated in a college taster course at this time in addition to the ongoing vocational programme.

Links with **St Luke's HS** have continued this session with our Social Justice & Inclusion manager supporting pupils of both schools to work together as part of the Looking Forward project, tackling sectarianism. Senior pupils again initiated and coordinated a charity football game between St Luke's HS and Barrhead HS with pupils and staff of both schools taking part. Funds raised went to supporting the local Brightest Star charity.

Pupils also supported a number of local **charities** including East Renfrewshire Good Causes and the local foodbank. Following input from a maths teacher who had previously lived in Nepal, pupils were moved by the needs of the Nepali people when the earthquakes devasted their land. They were determined to take appropriate action and the Nepal Hill Walk was born which had a significant impact on our community. Over 100 pupils, staff and parents joined together for a walk up Conic Hill and over £2000 was raised and sent to help the victims of the earthquake.

A particular highlight of this session was the special **Remembrance Day commemoration** to mark the centenary of the commencement of World War 1. Pupils took part in special activities across a number of subjects in preparation and on the day, the Expressive Arts faculty coordinated musical and artistic contributions which helped make this a very powerful experience for all. Pupils planted a cross for each Barrhead HS former pupil who lost their life, as their names were read out by some military personnel. The school chaplain and the Head Teacher led the service.

All S1 pupils were presented for a **John Muir Award** this year, again using the Water Works project as the main activity. This allowed us to keep our involvement with the Water Works live and gave the pupils a meaningful and useful experience as well as a qualification.

The School's Success in Working with and Engaging with the Wider Community

Two members of staff have been working with the **Teach Global Ambassadors** project making links with teachers around the country and culminating in a visit to Lithuania in June. They received training and then developed and piloted work with their classes. The Global Ambassadors programme will be presented across other ERC secondary schools.

Two of our S6 pupils, Fraser Whyte and Sarah Cluckie, who studied Higher French this session, were selected to represent Scotland on a youth visit to the European Parliament in Brussels in July. The pupils submitted essays on European issues. They represented Scotland and worked together with groups from across the European Union looking at European issues affecting young people. An S5 pupil, Euan Stevenson, went to **China** as part of the Confucious programme and our PT Languages accompanied the ERC group.

Our PT Science is member of the **Education Scotland** Higher Physics writing group. This group has provided some good resources and advance notice about forthcoming resources and support not only for our own school but for ERC as a whole. A number of staff continue to act as nominee verifiers for the SQA and many of our staff are SQA markers. One of our Science teachers has used her links with University of West of Scotland to provide support for Advanced Higher students.

The Science faculty has developed a number of **links to the wider community**, working extensively with external agencies to provide learners with interesting activities relevant to their learning eg Edinburgh Zoo (biodiversity), EDF (Big Energy Project), Royal Society of Chemistry (Chemistry in the News), University of Strathclyde (Communications project), Engineering Development Trust (Biomedical Engineering - prosthetics) and Science Connects (funding for science club).

The Drama department has initiated, and plans to develop further, opportunities to extend learning and make use of the services offered for young learners at more of the **Glasgow theatres**.

Section 3 How good is our leadership? (How Good is Our School QI 9.1, 9.2, 9.3, 9.4)

EVALUATION VERY GOOD

Vision, Values and Aims

The values developed through the work of the **Rights Respecting School** group continue to guide the work of the school. Staff across different departments continue to build in an emphasis on rights and responsibilities into lessons and displays and the classroom charter is promoted in classes and lessons.

RESPECT is our central value and the **Merit reward scheme** continues to motivate pupils towards this. Pupils have experienced a variety of rewards and the PE department have made a significant input with activities such as Gladiators and Chase the Turkey proving to be a great success with the pupils. The Pupil Support staff have continued to update the Pastoral and PSHE programme so that pupils have respect for themselves, others in the school and also the wider community and world.

Uniform remains a major focus with the vast majority buying into it. We extended uniform to the PE classes this session, introducing a school polo shirt (and also a PE staff uniform) and the implementation of the new PE kit has been a success.

Across faculty and department groupings, staff continue to **work** in a very collegiate manner and this is becoming very apparent to learners which is contributing to a positive ambience in the school.

Charity fund-raising continues to play an important part in school life and helps the school community put its values into practice. The Ice-bucket Challenge saw the Science staff and the Head Teacher receive a public soaking and raised £343.64 for Macmillan Cancer and ER Good Causes. The charity football match with St Luke's raised £489.92 for the Brightest Star charity. The Nepal hillwalk allowed us to send £2327.50 to help the victims of the earthquake. These are all in addition to the fund-raising carried out for the school fund.

Leadership and Direction

All staff are encouraged to take **leadership for the courses** they teach by developing unit plans and teaching materials. In most faculties, individuals or small teams take on specific responsibilities. For example in Maths, there are teams responsible for each of CfE, National 4, National 5, and the new Advanced Higher; and individuals responsible for National 5 Lifeskills and the New Higher.

The PT Maths has been involved in **verification** twice this year and gained invaluable knowledge of the whole process. This has resulted in the department adjusting all their internal assessment and recording to make the whole process of internal assessment and recording as simple and effective as possible.

Staff are given much freedom and flexibility to take a lead in a variety of projects and opportunities. For example, two members of staff initiated a **Freshers' Fayre** event this session to introduce S1/2 pupils to the range of clubs and activities on offer. This proved highly effective in engaging pupils and will now become an annual event.

Pupils have also benefitted from leadership opportunities. Pupils Support have introduced an S6 Induction Day where senior pupils signed up to volunteer in a range of opportunities across the school. The Pupil Council were successful in organising events for Red Nose Day, getting recycling bins for the canteen, redecorating pupil toilets, and adding Sexual Health and Relationships lessons for senior pupils. Three of the S6 pupils (Donna Smith, Rebekka Hansen and Rachel Gibson) took the responsibility for the production of this year's Yearbook.

Developing People and Partnerships

The **programme of in-house CPD** (continuing professional development) has been further expanded this session giving opportunities for development not only to those attending but also to those delivering the sessions. Staff have taken a lead in offering a variety of sessions. With the further development of the CPD calendar, there will be more opportunities for staff to lead projects and staff training.

A number of **NQTs and students** benefitted from their time in a various departments this session and our staff make an important and often time-consuming contribution to their development. For example, our PT Languages mentored the Mandarin teachers, a student teacher and the Foreign Language Assistant.

Staff are encouraged to take on **responsibility** and use their initiative. For the fourth consecutive year, the PE NQT has organised and led the Adventure Weekend trip to England for S1 / S2 pupils. As well as providing an exciting opportunity for the pupils, this responsibility broadens the experience of the teacher and is good preparation for their career ahead.

Cluster working offers an opportunity for staff to take on responsibilities outwith their own school. The Maths group organised CPD event after school with sessions led by cluster staff.

All 3 science subjects continue to have at least one member of staff in an **authority or national subject group** or forum. This keeps the faculty abreast of any new developments in the current rapidly changing educational environment.

The PE department have made good use of **iPads** this year. They are using apps to enhance teaching and learning. The touchscreen TV helps to give the pupils an opportunity for a high level of peer and self-evaluation.

The Educational Psychologist offered some sessions to staff on **attachment theory** and the thinking behind the nurturing approaches. This has helped staff gain an understanding of how to relate better to some of our more vulnerable pupils.

Four pupils have taken on the role of Young Ambassadors – Adam Innes, Caitlin Kinnear, Kirsty McGinley, and Donna Smith. They have been involved in a number of leadership activities including a presentation about their work to the Senior Leadership Team.

A number of our pupils worked with the Active Schools Coordinator on a voluntary basis at the ERC summer camps. The pupils involved were Rebecca Hazelton, Hannah Lundie, Lauren Coats, Rebecca Inglis, Laura Addie, Caitlin Kinnear, Robbie Ferguson, Robbie Townsend, Rebecca Watson, Tia Mure and David Mundemba. (Robbie and Rebecca W attended for 3 weeks!)

One of our S6 pupils, Craig Trench, spoke to yeargroups about his involvement with the Barrhead Foodbank. This followed our religious assemblies the previous week on the topic of “thanksgiving” and the suggestion was made that one way we could respond was by making a contribution. As a result we contributed 160 kg of food which would feed 16 single people or 8 families for 3 days and other pupils expressed interest in helping out.

Leadership of Improvement and Change

Education is currently at a point of rapid and extensive change. This presents many opportunities and challenges for staff to lead and direct this change into improvements which will benefit learners. Every subject area has introduced **new courses** this session and will do the same again next session. It is important that these changes are directed and evaluated. For example, the Modern Languages Department is now entering the second year working towards pupils gaining a “Languages for Life and Work” Award. All departments will be working to implement new courses at Higher and Advanced Higher levels in the coming session.

The major area of change that we had anticipated this session, was the commencement of the **new school**. Pupils, staff and parents have all played a role in the preliminary sessions. The project was delayed as a result of the court case regarding the original site proposed. Although ERC produced an alternative site for the school, an issue arose with the Scottish Futures Trust regarding accountancy procedures and affecting a number of their projects. By the end of the session, there was no resolution to this so the work was still on hold.

Section 4 What is our capacity for improvement? (How Good is Our School QI 10)

EVALUATION VERY GOOD

The improvements demonstrated over the previous sessions, and again in this session, are testimony to the school's capacity for improvement. The increasing focus on self-evaluation has encouraged staff, pupils and parents to strive for the best. This session again has seen outstanding progress and achievement across many areas of school life and work. However the emphasis on self-evaluation has also prepared the community to recognise and address areas of concern including the drop in the S4 results in particular.

The school community - pupils, staff and parents - remains committed to continuous improvement across all areas of its work.

The Improvement Plan for the coming session again focuses on the same 6 main headings as previously. This session, the plan has been pruned back to allow greater focus on the key items for development.

The main priorities for session 2015/16 are detailed in the 2015/16 School Improvement Plan and focus on:

- Develop the Curriculum in line with Curriculum for Excellence
- Improve the Quality of Teaching and the Learning Experience of Pupils
- Develop an Ethos of Inclusion and Achievement
- Develop Partnerships to Support Learners' Experiences
- Self-Evaluation
- Develop Leadership



Andy Sinclair
Head Teacher

September 2015