

# **Barrhead High School**

## **Standards and Quality Report**

### **Session 2015/16**

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#### **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 2015/16

The main priorities for session 2015/16 were 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

## 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
- Input from Parent Council
- Pupil focus groups
- Staff involvement in PRD programme
- The ERC Curriculum for Excellence Review in Nov 2016
- A CLD Review carried out in June 2016

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

**EVALUATION      VERY GOOD**

### Standards of Attainment over time

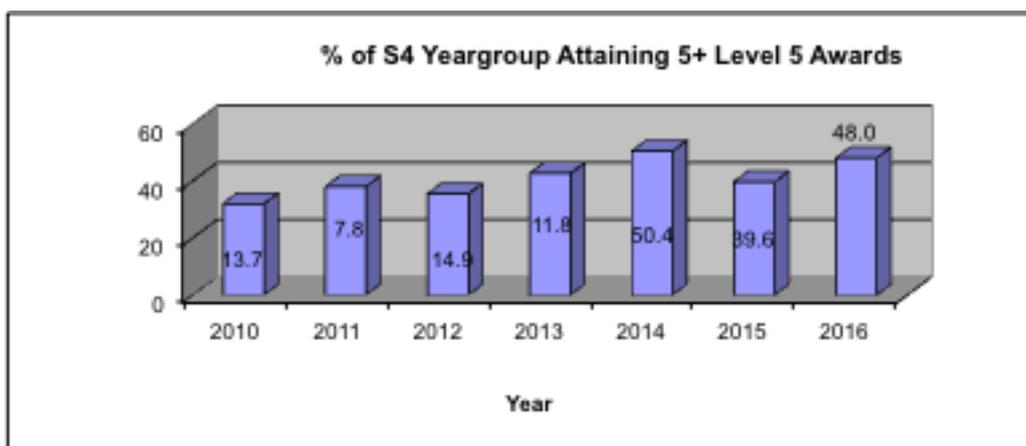
The challenge for the school last session was to reverse the drop we had seen in the 2015 S4 performance and to support these pupils as they moved forward into S5 from a weaker S4 baseline. This challenge was met with some success - the significant drop at National 5 evidence last year was almost fully returned to the previous high and the school improved on the percentage of pupils attaining 3 or more Higher.

In March 2016, based on the INSIGHT figures released at that point in the year, the Herald newspaper reported *“an incredible performance from two schools in East Renfrewshire’s more disadvantaged areas ... the two Barrhead high schools saw a major increase in the number of pupils attaining five or more Highers - with ... 39 per cent of Barrhead High pupils achieving this standard. These figures represent a huge increase from last year’s results with a 12 per cent increase at Barrhead High”*.

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.

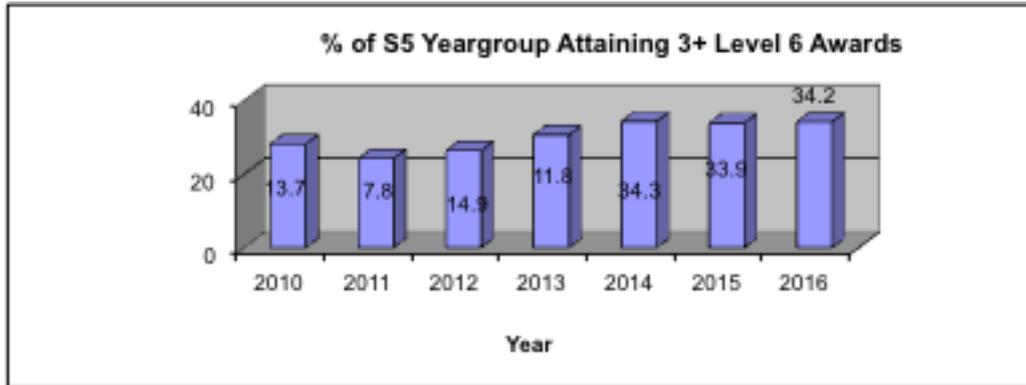
In S4, the school has reversed the drop evidenced last year in the performance indicator **5+ awards at Level 5 (National 5 level)** by over 8% from 39.6% to 48.0% (see Graph 1 below).

**Graph 1**

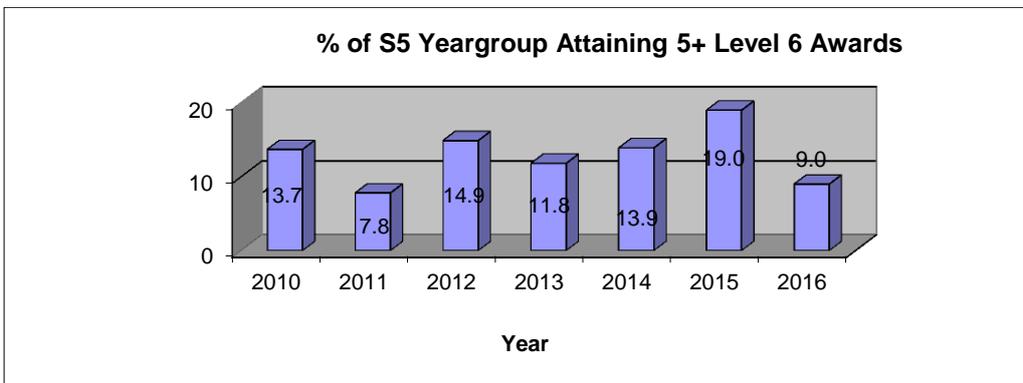


Following the significant drop in their S4 results last session, 34.2%% of pupils achieved **3+ Level 6 (Higher) passes**, higher than the previous yeargroup (see Graph 2 below). The results for **5+ Level 6 (Higher) passes** took a significant drop from 19.0% to 9.0% (see Graph 3 below). However 4 pupils this year achieved **5 A-passes at Higher** after only 1 last year.

**Graph 2**

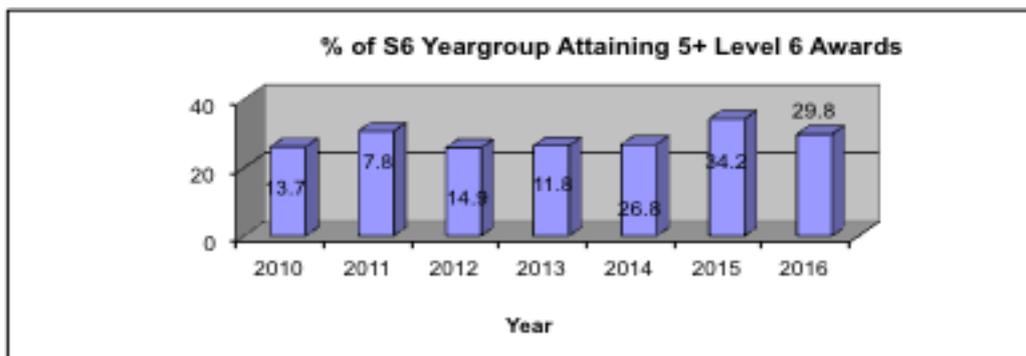


**Graph 3**



The percentage of S6 pupils achieving **5 Highers by the end of S6** dropped to 29.8% from last session's all time high of 34.2% - however that result remains above previous performances.

**Graph 4**

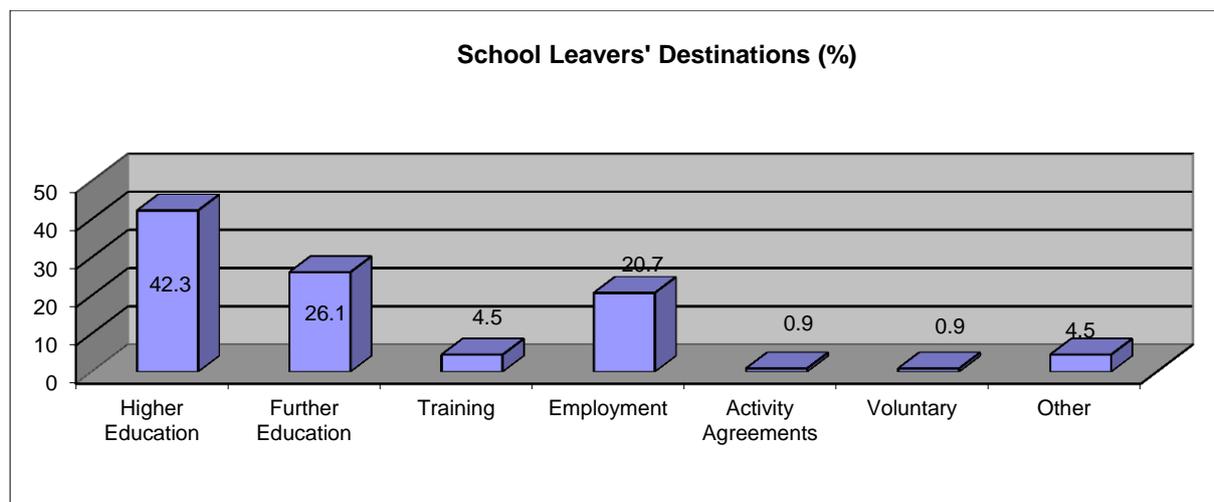


In Advanced Higher, 14.0% of pupils gained a pass in **1+ Advanced Higher**, a drop on the previous years.

As usual, an “in depth” **analysis of the 2016 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 dropped from 49.6% last session (our second highest ever) to 42.3%,; 11 percentage points above the national average of 38.6%. However all the other positive destinations have increased, resulting in the ‘Other’ category falling from 7.7% to 4.5%. These results are based on the SDS figures for 2014/15 (figures for 2015/16 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:

- The school introduced a Dux and a Runner-Up to Dux, based in overall performance in the SQA exams this session. Iain MacCuish won the Dux award and Amie MacKenzie was Runner-Up
- Ben Cross, Kirsty Robson, Jordan Lemke & Rory Maclean took part in the ERC Dragons' Den event which involved making a presentation in front of Mhairi Shaw (Director of Education) and Lorraine McMillan (Chief Executive ERC). They did not win but made a notable effort.
- The PE Department coordinated 2 showcase events this session, in December and in June, displaying a high level of ability.

- Some S3 pupils attended the SmartStems event in Caledonian University In March 2016. The pupils were featured on the video that was made about the event.
- A number of our pupils were recognised and rewarded in the ERC Convenor's Award ceremony in June 2016. Adam Innes and Connor Brown each received an award for their excellence in trampolining and gymnastics and their contributions in these areas to working with others. Daniel McCusker was recognised for his achievements in bowls and Mia Peacock for her boxing. Eilidh Weatherston received the award on behalf of the Rights Respecting School group and Kirsty Urqhart on behalf of the Anthony Nolan Trust Ambassadors.
- Fraser Lundie was awarded the Citizenship Award by the Rotary at the S6 Graduation ceremony in recognition of the incredible levels of service he has given to the school and in the community.
- A number of pupils were involved in debating and speechmaking.
  - Iain MacCuish and Amie McKenzie (S5) participated in the Law Society of Scotland's Donald Dewar Debating competition. They came 1st in first round. They then lost out to a school who have won at least 3 times previously in the 2nd round.
  - Broghan Meechan, Ailidh Hamilton and Peter Douglas-Kellie (S3) took part in the Senior section of the Rotary Youth Speaks Competition in November, and were runners-up.
- The S2 team won one element of the BAe Boat Challenge and came 3rd overall, competing with teams from all over West of Scotland. The design was 99% their own.
- The S1/2 team were one of the youngest teams (winners were S4) at the National Lego Mindstorms robotics competition. They were highly commended for the presentation and design of the robot.
- The S5 team won the Telecommunications Challenge at Strathclyde University.
- Eilidh Weatherston and Emma Watson were winner and runner-up respectively in the Rotary Young Linguist event in March 2016.
- 2 pupils represented the school in the semi-finals at national level in a spelling competition, "Word Wizard", coming out of the very successful Mandarin club.
- For the fifth year, all S1 pupils achieved their John Muir Award this year through interdisciplinary work, again in relation to the Water Works project.
- 4 of the S6 pupils – Callum Scott, Ronan Park-Pattison, Nicola Miller and Sophie Turnbull - travelled to Malawi with the ERC group in November 2016. This involved significant fund-raising beforehand and they were involved in various activities out there to support the local children and young people
- Tia Mure and Freya Maguire were selected for the ERC immersion visit to China in July 2016.
- Mark McKinnie and Rhea McColl were part of the ERC expedition to Morocco.

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 is a member of the Girls National Basketball Squad.
- Stuart Faulds represented Paisley & District (P & D) select - football. Stuart also was selected for the final trials for the U18 Scottish team, but unfortunately missed out. He is currently with Ayr United.
- Kyle O'Neill won the English Bordercross in Snowboarding
- 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; Netball team; Hockey team; Cricket team.
- The following clubs were on offer: football; netball; trampolining; hockey; dance; basketball; gymnastics; table-tennis, cricket; tennis; badminton.
- Divisional Sports medallists:
  - S1 Boys High Jump - Kyle McFie - Gold
  - S1 Shot Putt - Martyna Bakon - Bronze
  - S2 Boys 200m - Simon Millar - Silver
  - S2 boys Relay - Bronze.
  - S3 Triple Jump - Marcus Wilson - Bronze
  - S3 Shot Putt - Peter Douglas-Kellie - Silver
- Inter-authority Games – ERC Athletics Team selections:
  - Kyle McFie - High Jump (3rd place)
  - Simon Millar - 200m (2nd place); 100m (3rd place);  
4 x 100m relay (1st place)
  - Marcus Wilson (Triple Jump),
  - Peter Douglas-Kellie (Shot Putt),
  - Martyna Bakon (Shot Putt),
- Simon Millar was given a contract with day-release for Rangers FC.

## Impact of School Improvement Plan

Once again the rapid pace of development ensured that Curriculum for Excellence continued to be the main 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 the new Highers and Advanced Highers. 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.

The national developments in relation to GIRFEC proved a major focus for work around the target to **Develop an Ethos of Inclusion and Achievement**. A nurturing approach and consideration of attachment issues continued to be central to this and there has been an increasing focus on the impact of deprivation.

Partnership working came more under scrutiny with the CLD Review (see later), as the school sought to further **Develop Partnerships to Support Learners' Experience**.

**Self Evaluation** is well established and constantly developing. The Quality Assurance group have played a key role in the developments.

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

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## 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**

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### **Impact on Learners**

For all subjects and faculties, the main focus has been on **curriculum development** in preparation for delivering the new Higher and Advanced Higher courses this session. English reported a clear sense of confidence amongst the staff re material, UASPs and standards. The staggered approach to development (National 5 one year and Higher the next) had a positive impact on staff confidence.

In the Social Subjects faculty, the new Higher courses have been developed and implemented; evaluation with pupils has taken place and changes made to the materials used within Geography as a result. The pupil choices made in the final exam in History have justified the course changes made there. The faculty plan to move to a portfolio approach for National 4 & National 5 and Higher next session making increased use of informal evidence where possible to reduce the assessment burden.

The Science faculty has reported success in the elements of the courses as well as good results overall in the final exams. The assignments were a new element and were well done and all other elements of courses were successfully overcome. This was largely due to staff having a very good understanding of all judging criteria and their determination in motivating young people to complete these assessments. Collaboration between the 3 sciences helped greatly in the understanding of the standards.

As well as developing the new courses, all departments **re-evaluated their S4 courses** introduced the previous session. The numbers attaining PE at National 5 level has been a real achievement by the department. Pupils were targeted throughout S4 and additional time and work was given at various points to complete / catch up with appropriate work. From previous experience, it was decided to complete more of the theory work earlier in the course and this change made a significant impact on pupils' success.

Improving **learning and teaching** continues to be a focus at all stages in the curriculum. Modern Languages report an increased use of teaching methods based on active and collaborative learning this session.

A current focus at national level is on ensuring pupils are aware of their **working levels** as they progress through the Broad General Education (BGE). As we continue to develop the BGE, it is recognised that pupils require further training in tracking their own progress and in reaching a clearer understanding of where they are at in

terms of BGE levels. The Social Subjects faculty have trialled an initial development of better profiling this session and are looking to continue developing improved materials and systems for assessing and tracking in the BGE next session. All S1 English classes have been taken through “Journey through S1” to raise awareness of levels and help pupils understand their level and progress.

As departments and faculties focussed on the challenge to **raise attainment** further, the increasing use of tracking information across the school has continued to make an impact. The Expressive Arts faculty has identified that monitoring and tracking of pupil progress via whole school databases, collated by SLT, has informed practice, encouraged a consistent approach across subject disciplines and given a yeargroup overview to all staff. They now plan to embed earlier intervention, tracking and target-setting to ensure appropriate levels of presentation in each department and use faculty spreadsheets for monitoring, recording and tracking progress across all year groups with a particular emphasis on key transitions throughout the CfE.

The **Reading Recovery** project has continued to develop, making an impact across the school. The Support for Learning teachers again identified a group of junior pupils this session who had a low reading age. The pupils participated in intensive and regular support. One of the English teachers offered staff training in the cluster primary schools to encourage consistency of approach. The uptake of this was not consistent and the PT English and the PT SfL will be looking to improve on this in the coming session.

There have also been significant gains for the pupils in the **Reading Focus** (S1 English) class, where pupils participate in 20 minutes of supported reading each day at the start of English. Pupils made significant gains in their reading age, improving by two years, on average. The S1 Independent Reading Project was altered to include parental “tasks”. This was well received by pupils and parents alike and allowed new S1 parents to feel included in their child’s progress/coursework.

The school offered 89 1.5 hour **Easter School** sessions during the Easter holiday period, with an average of 14.5 pupils booking in advance and 10.3 turning up on the day. This equated to 917 pupil/sessions which was a rise of 110 on the previous year and 226 more than 2014.

A number of strategies continue to be employed by the extended Pupil Support team to **support more vulnerable young people** or young people experiencing particular needs or difficulties eg a Confidence Club group for S1/2; mindfulness training for S5/S6 delivered together with Caroline McKendry; a wall of positivity and relaxation area with games in the SfL Base to support mental wellbeing; Behaviour Support teachers offered lunchtime drop-in for vulnerable pupils; Support for Learning PSAs ran a lunchtime club for vulnerable pupils; and a *Seasons for Growth* group was run to support young people who have experienced loss. One young person was presented in English for Speakers of Other Languages at National 5 level and achieved an A pass.

The **Parent Council** describe their children as happy and learning and have a very positive view of staff, describing them as very approachable for both themselves and

their youngsters, with pupils happy to go to them to seek help. They also view senior pupils as approachable to the younger ones.

**Pupils** enjoy the opportunity to be involved in active learning and leading their own learning but they do not feel there is enough opportunity for this. They feel they learn best when they are involved.

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

**Communication with parents** is seen as an important aspect of joint working and we continue to look for and trial different methods. The Maths department communicates with parents after each pupil assessment using self-evaluation feedback forms.

The use of **TWITTER** continues to increase across the school. English have widened their use with senior classes to include deadlines and dates and to direct senior pupils to appropriate journalism to help with RUAЕ. Geography and History have operated their own Twitter feeds this session, sharing pupil work and achievements along with relevant links, with a view to introducing the same for Modern Studies next session. PE have used Twitter to highlight various events and successes within the department with over 666 posts and 174 followers.

The school continues to make high use of **GLOW** both for staff and pupils. However, staff also recognise potential for further developments. The English department has put homework on GLOW pages for some classes and parents are made aware of this through parental meetings and the web. However they also recognise the need for consistent use of GLOW for all classes – especially senior pupils. Pupils should be more involved in accessing GLOW and uploading their notes / powerpoints etc. Teachers should be uploading their individual class notes for senior pupils here.

There is still a need for updating and developing the **school website**. The Parent Council have identified areas which are out of date and lacking consistency and would like it to have a higher profile. However increasing use is being made of it to support learning & teaching in some areas. English have made their pages more pupil- and parent-friendly and web pages are divided into year groups and levels to help parents differentiate between, for example, S3 National 5 work and S5/6 National 5 work.

**Pupils** who use the website like the access to homework and information. They have also suggested using a school Facebook page to convey information for pupils and using text messages for pupils.

For English, the weekly **homework** is currently on the webpages and S1 and S2 pupils have responded well this year. The department is continuing to develop this by incorporating writing tasks and differentiated booklets for nurture S1 and S2 classes. This session, S3-S6 homework was also included - monthly homework for all. This has been well received by most pupils according to feedback but greater consistency needed.

The Maths department again participated in an S1 parents' session with specific advice on how to help with maths homework.

The **Showcase Event** in November has become an annual event and serves as a very useful introduction to the school. It was encouraging to talk to a number of parents who had considered sending their young people elsewhere but had rethought that after experiencing the event. This event was regarded as a strength by the Parent Council.

The **Parent Council** appreciated the work done and communication in relation to transitions and felt involved in the process. However they have highlighted certain areas requiring further work on communication – particularly the website.

Junior and senior **pupils** like the community events such as the hillwalk and the Pretty Muddy Run; middle school pupils prefer not to have their parents near them or the school!

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

Following the first stage of the ERC Review of Management and Pupil Support, the number of Depute Head Teachers allocated to Barrhead High was reduced from 4 to 3 and Ms Emma Gordon left at the end of the session to take up a new post in Eastwood High School.

Robert Clelland was promoted to a permanent Principal Teacher of Pupil Support post in Ross Hall Academy in October 2015, having filled a temporary PT Pupil Support post since August 2014. Mrs Maura Mahon took over his Pupil Support duties. In June 2016, Collette McGuire was appointed to take over his History and Modern Studies teaching commitment. Ms Lynsay Neeson of Williamwood High covered the Modern Studies teaching in the interim period.

Ms Brooke Campbell also came from Williamwood High in February 2016 to cover the Higher RMPS class due to a long-term staff absence. This was perhaps most appreciated by the Head Teacher who had covered the class since November.

Murdo McLean, Technical Teacher, was promoted to PT Pupil Support in the James Hamilton High School in January 2016. Ms Clare Grant joined us in April 2016 as a Technical Teacher.

Mrs Margaret Philps (English teacher) retired in June 2016 after many years of strong support in the English department and across the school.

Ms Heather Toole worked most of the session in the Music Department, covering 2 longterm absences. At some points she was the only regular Music teacher in the department. Mr Colin McEwan, former Depute Head Teacher, is never far from the school and has continued to make a valuable contribution to absence cover.

Ms Lorraine Livingston left in January 2016 to take up a new post as a PSA in St Cadoc's Primary. Our PSA staffing saw the addition of Ms Catherine Leroy for the whole session and Mrs Carol Lachlan in February 2016. Ms Laura Young left in June 2016 to commence training as an Art Teacher.

Ms Debbie Turner was appointed temporary Senior Admin Officer in December to cover Martin Rainey's secondment to HQs

Stuart Lee, the Attendance Officer who worked with both Barrhead High and St Luke's High, retired in March 2016.

Our librarian, Mrs Helen Pillans, retired in June 2016 and as part of the Budget Strategy arrangements, this post will be replaced with a part-time librarian for next session.

Mr Raymond Shankland, in his role as **Learning Rep**, played a key role in organising an inservice event in May 2016, open to all ERC teachers, on the topic of Professional Update.

This session saw the first Barrhead High School **Ghost Tour**. Pupils from the Drama classes acted as tour guides while others, joined by a frighteningly high number of staff, provided the fear factor.

Staff continue to be very involved in offering a wide range of **clubs and activities** for pupils to participate in. This has been communicated to S1/2 pupils through a 'Freshers' Fayre' afternoon when all pupils are brought down to the Games Hall to see what is on offer and all are encouraged to sign up for something. Pupils have suggested a taster afternoon perhaps once per term to go to clubs and try them out. Pupils would also like more input into rewards for the merit scheme and more information about merit periods.

This session saw some new additions to the **school trips** on offer to supplement the regular offerings of Ski Trip, Stratford Trip and Adventure Weekend. A first for the school was a visit to New York. The trip was very successful and allowed some of our young people to experience their own 'first's – a first passport and a first trip out of the country for at least one young person. Although Paris has suffered some serious difficulties this year since the trip was planned, the trip to Paris as a new venue went very smoothly in the end.

The **Parent Council** have spoken very highly of staff as dedicated and engaged.

**Pupils** speak very positively about their teachers – they feel that they can go to staff at any time for help and advice. They also report that the pastoral base is somewhere they can always go to if they need support and like the fact there is a space to sit and feel comfortable seeking support from all of the team. The pupils, for the most part, regard the school as a happy and supportive place to be.

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

With the development of the new courses, a significant amount of **development work** has continued across ERC. The ERC subject groups again coordinated joint working to support this. The Advanced Higher Biology course was delivered to pupils from St Luke's and Barrhead High Schools together and one of our Biology teachers was able to work alongside the St Luke's staff in the development and delivery of the course.

Some faculties / departments made use of **local partnerships** to support the subject curriculum. In English, the Advanced Higher pupils visited the Mitchell Library to get assistance with dissertation choices, structure and development. They also visited St Luke's High School to join up with pupils there for a writer's workshop, gaining help with their creative writing folio.

Departments and faculties have continued to develop partnership working with various agencies. Social Subjects have established new links with Tesco and M Brand and aim to extend this to G Morton this session.

Using additional funding through the Access to Education, we have introduced a number of new initiatives to support the **transition** process for some of our more vulnerable pupils. Groups of pupils have attended sessions both in the high school and outdoors to build up confidence. An outdoor education provider was employed and this culminated in a residential visit for some of the pupils to an outdoor centre during the summer break. A challenge for similar future projects will be to ensure as many pupils as possible buy into the residential element.

The Pupil Support department has further improved **inter-agency working** with regular attendance at CMAPs and improved communication with Social Work, Educational Psychologists and the Campus Cop.

A focus of the joint **Cluster working** this session has been on the impact of deprivation on some of our pupils. A new format for the Cluster Improvement Plan was developed to facilitate this and a significant event with this focus was planned for the first August 2016 inservice day.

This session, the annual **Cluster Concert**, where the high school staff worked with Cluster colleagues to showcase talent from P4 to S6, was extended to include drama for the first time. This also contributed to transition working as the primary pupils came to the High School to prepare for the event. The parents commented on this feature very positively. All 3 departments within the faculty contributed to the success of the evening.

The PE department organised a further **Celebrating Success evening**, with inputs from various departments and a primary gymnastics routine involving pupils from our associated primaries. We had 3 trampolining competitions and 4 gymnastics

performances. This event showcased not only the leadership of staff but also that of pupils who had taken a lead in the preparations.

The Expressive Arts faculty has identified and facilitated a variety of opportunities for young people to share their learning and achievements in Drama and Music events and displays of Artwork within the school and in other ERC venues eg Community / school concerts, Senior Phase Arts Exhibition within Eastwood Theatre, the Ghost Tour and the school Christmas Panto.

An **Active Girls Day** was again organised by PE staff and pupils. All girls were encouraged to participate in a choice of activities and all joined together at the end of the day for the finale. The local Tesco's branch supplied fruit and water as healthy snacks to keep the girls going.

A number of S6 pupils assisted in the ERC Refugees Event held in Clarkston Halls in November 2106. Susan Kelso emailed to say *"I was the main organiser of the Cocktail, Curry and Comedy evening which took place last Friday, at which some of your senior pupils volunteered to work. I wanted to pass on my thanks to the pupils and staff who helped out on the night and to let you know they are an absolute credit to the school. So many of the invited guests commented on the young people's politeness, helpfulness and work ethic"*.

The **Barrhead Rotary Club** continue to support our Young Linguist Award for S4 pupils which focuses on the importance of language skills in a business context.

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

A group of Lithuanian teachers made **a visit to the school** in September 2015 and a group of Irish Head Teachers visited in December 2015 to learn more about the Scottish curriculum and assessment. They met with staff and pupils on the day. One of the group, Martin Wallace, emailed after the visit *"It was a privilege to see and feel the energy of your staff and students. ... Barrhead High proves again that it is the people in a school that matter. Wait until you get your new build! I know that you cater for a diverse constituency, but you have a significant number of students from the 1-2 deciles. I went to a disadvantaged school in Tralee, Co.Kerry, not unlike your building. I was reminded of it immediately when I arrived. It was the influence of individual teachers that persuaded me that I belonged in school. The whole culture of your school is geared towards inclusion. You are making a difference!"*

4 S6 pupils – Callum Scott, Ronan Park-Pattison, Nicola Miller and Sophie Turnbull - travelled to **Malawi** with the ERC group in November 2016. This involved significant fund-raising beforehand and they were involved in various activities out there to support the local children and young people

Our PT Social Subjects, was requested by the SQA to join them on a second year of **secondment** from August 2015 to assist in the development and implementation of the new Geography courses on a part-time basis. Our PT Science is a visiting verifier

for the SQA. A number of other staff have taken on verifier roles within ERC. The training and involvement staff have experienced has resulted in improved support for other staff both within the school and across ERC.

In September, the Modern Languages department celebrated the “European Day of Languages” with most pupils having taster lessons in new foreign languages including Spanish, German and Mandarin.

The Science faculty has added some new **links to the wider community**, in addition to those already in place, adding Tomorrow’s Engineers to their list of external partners. This session the project was the Mars Robotics challenge. Learners had to research and present a report on how humans can survive in space and programme a self designed robot to carry out preset activities on the Mars landscape.

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

EVALUATION

VERY GOOD

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### Vision, Values and Aims

The Parent Council have described our **aims** as well structured and well communicated giving a clear direction and targeting the correct areas. The CLD Report also recognised this but highlighted a need to increase the profile of our **values** and the classroom charter across the school.

**Pupils** like the focus on RESPECT as our key value but report that only certain subjects refer to the classroom charter.

The English department have included taster day lessons based on RESPECT. All pupils are encouraged to acknowledge Rights and Responsibilities through class work and a display in the corridor publicises where pupils have demonstrated these qualities during the course of the year.

The school have continued to support various **charities** this session. Through the work of the **Rights Respecting School** group, the Conic Hill walk was repeated in May 2016 and over £1000 was raised for the *Send My Friend to School* campaign. Once again there was a good representation of pupils, staff and parents present.

At Christmas time, the school was able to help channel support to needy families within the local area through ERC, ERC Good Causes and the Spirit of Glasgow charity.

The S3 Excel class organised and ran the MacMillan Cancer Coffee Morning for staff in the staffroom in September 2016, raising a total of £294.28.

4 of our S6 pupils worked alongside fire brigade staff to publicise and support the work of Anthony Nolan who operate a register of donors to help combat blood cancer. Through their involvement 74 staff and pupils were added to the register and in the report issued by the partners reviewing the experience in Barrhead High, they said *“BHS has set the bar very high indeed for the other ER schools. The 4 school champions demonstrated a level of commitment which has left our volunteers and myself in awe of their overall efforts – they have set a standard to be attained by future champions.”*

### Leadership and Direction

All faculties and departments report an increasing level of staff taking **leadership for the courses** they teach by developing unit plans and teaching materials to be shared

with other staff. In most faculties, individuals or small teams take on specific responsibilities. For example in Science, different individuals take responsibility for developing new courses, developing and operating the faculty tracking database, mentoring students or NQTs, reviewing the BGE and leading the primary transition programme.

The Science faculty has introduced a standing item on the agenda at departmental meetings of 'spreading good practice' which has been beneficial and created a lot of positive discussion.

Recognising the good practice already in place, Barrhead High was selected alongside another ERC school to pilot the developments this session around **GIRFEC** in preparation for the full implementation of *The Children and Young People (Scotland) Act 2014* which had been anticipated for August 2016. This involved trialling, adapting and giving feedback on a new *Raising a Wellbeing Concern* form and using a new format Child's Plan.

## Developing People and Partnerships

A number of the school staff participated in the Investors in People audit which led to East Renfrewshire Education Department renewing its IIP status.

As part of the work on robotics led by the Science faculty, some of our S1 pupils took on a mentoring role with P7 pupils in the associated primaries to help them programme robots.

The One Team 16 completed the seventh year of anti-sectarian education activities between St Lukes and Barrhead High Schools. They also made an input in May 2016 at the ERC Equalities showcase event. The presentation was very well received by all who attended.

PE included a block of Sports Leader activities into their S1/2 course this session, where pupils had the opportunity to lead various activities. The pupils seemed to really enjoy this. They are also planning to re-introducing Sports Leader for senior pupils for next session. As well as contributing to pupils' sporting skills, these courses develop the leadership skills of the young people. The PE staff have already reported this had made an impact on the department.

Members of the Pupil Support department led a female staff-pupil initiative this session in preparing for and participating in the Glasgow Pretty Muddy Run. The opportunity to train, fundraise and run together, brought about raised fitness, self-esteem and team spirit. Plans are in place to repeat the event, open to all female staff and pupils, next session.

We have had increased contact with the ERC **Young Carers** team. Young carer staff made a presentation to school staff on their work to help raise awareness and 2 of our own young people who are carers themselves participated and informed staff how they could best help them.

## **Leadership of Improvement and Change**

The financial and legal procedures for commencing the build of the new school were finally concluded in March 2016. The work started immediately with the noisiest pile-driving scheduled during the SQA exams. Following careful liaison with BAM, the contractor, the exams were re-roomed to the opposite side of the school and both the exams and the building work were able to proceed without any interruption or disturbance. The official “turf-cutting” ceremony took place on 12th May and 3 S1 pupils joined the Head Teacher in representing the school.

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

### **EVALUATION**

### **VERY GOOD**

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Scottish education has been facing a period of significant change in recent years. Through our focus on self-evaluation, staff, pupils and parents of Barrhead High have worked together to identify and prioritise the actions required to implement the required changes to ensure the school continues to provide the highest standard of education for all pupils.

The school community - pupils, staff and parents - remains committed to continuous improvement across all areas of its work and our experience of implementing changes over recent years gives us confidence in our capacity to see through the required changes.

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

The main priorities for session 2016/17 are detailed in the 2016/17 School Improvement Plan and again 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 2016