Barrhead High School
Standards and Quality Report 2018-19   -   SUMMARY VERSION

Context of the School

Vision & Values
Pupils, parents and staff worked together to create a vision statement and to identify the core values for the community:
Vision: ***Barrhead High will provide a safe environment in which pupils, staff and parents feel valued, respected and included.***
We aim to deliver a high quality learning experience for all which will motivate pupils to aim for and reach the highest standards of attainment and achievement within their potential.
The school community recognises **RESPECT** as the single over-riding shared value.

Background Factors

School Roll	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 judgements made throughout this Report are based on evidence gathered from a number of sources. We have systematically analysed our pupils' performance in external and internal assessment. We have operated a programme of Learning Visits in the school. We have discussed with and considered evaluations from pupils, parents and staff as well as the local authority Education Department and the Education Scotland. The Parent Council has played a significant role in this process and their views informed the report, as did the views of pupils through focus groups. We were involved in the Advancing Excellence & Equity Presentation to the Director of Education and the Head of Service (Nov 2018); a PSHE Review (May 2019); a whole-school BGE Focus Review (Nov 2018); 2 ERC Collaborative Improvement Visits; and an Achievement Review (Nov 2018).

How good is our leadership and approach to improvement?
Evaluation: VERY GOOD

Progress, Impact and Outcomes / Next Steps

Self-evaluation
✓ Staff participated in a number of reviews which highlighted good practice and gave pointers to areas for improvement, in addition to their own self-evaluation. The first authority Collaborative Improvement Visits (CIVs) took place for English and Technologies.
➢ The good practice identified in the reviews and CIVs this session will be promoted further.
➢ Social Subjects and Modern Languages will participate in the CIVs next session.

Leadership of learning
- ✓ Pupils' voice continues to impact the learning and teaching across faculties.
- ✓ Learning conversations are taking place which assist directing pupils' learning.
- ➢ Staff and pupils will continue to take leading roles in developing and improving the learning & teaching.

Leadership of change
- ✓ The Improvement Groups made a significant impact on developments across the school with a number of staff taking leading roles in implementing change.
- ✓ The Digital Literacy Improvement Group made a significant contribution to the achievement of the Digital Schools Scotland award in June 2019.
- ✓ The Teaching & Learning group continues to be a real instrument of change, attracting over 30 staff plus pupils and parents to its monthly meeting.
- ✓ Moderation continues to have a high profile nationally, in the local authority and at Cluster and school level. Staff are feeling increasingly confident at making teacher judgements and have a good understanding of standards.
- ➢ The Improvement Group which focussed on the Building Learning Power programme to improve resilience in learners, will lead the roll-out across the school.

Other
- ✓ A number of staff have participated individually in significant professional learning which will influence and benefit other staff and the school community.
- ✓ 27 staff are now trained as Mental Health First Aiders and are identified to pupils within the school.

How good is the quality of care and education we offer?
Evaluation: VERY GOOD

Progress, Impact and Outcomes / Next Steps

Curriculum
- ✓ Digital technology has been a major focus this session for all staff. All faculties have introduced Google classrooms to support learning & teaching.
- ✓ Show My Homework has been embedded across the school to support pupils and parents with homework.
- ✓ A number of faculties have implemented a wider variety of appropriate assessment methods.
- ✓ Further new courses, components and opportunities have been introduced to ensure a more appropriate curriculum for all pupils.
- ✓ The school gained Vision Schools Scotland status as a result of its good practice in holocaust-related education.
- ✓ Pupils used their Curriculum Progress Records (CPRs) to produce their S3 Profile.
- ➢ A Mandarin teacher has been appointed for next session to develop this area further.

Learning, teaching and assessment
- ✓ Interdisciplinary links have been further embedded across faculties to help pupils 'join-up' their learning.
- ✓ A working group has been developing tracking & monitoring with a view to implementing changes next session.
- ✓ A number of new methods have been introduced to make learning and teaching more engaging for pupils eg concrete materials in maths, VR headsets in social subjects.
- ➢ Staff across all departments will continue to develop the use of a variety of digital technologies to further enhance the learning & teaching across the school.

Personalised support
- ✓ Individuals or groups of pupils have received targeted interventions as appropriate through the reading programme, smaller bespoke sections and additional input in Maths.

Other

- ✓ The Parent Council continues to play a leading role in supporting the school. A new closed Facebook group has 292 members and acts as an additional communication vehicle.
- ✓ An increasing number of partnerships are having a direct impact on the learning & teaching. A number of STEM (Science, Technology, Engineering & Maths) partners have come into school or hosted visits eg BAE, UWS, City of Glasgow College, Timstar, Soapworks, the Rosey Project, etc.
- ➢ Further sessions to support parents are being planned in conjunction with the Parent Council eg maths, Google classrooms, assessment.

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

Progress, Impact and Outcomes   /   Next Steps

Ensuring wellbeing, equality and inclusion
- ✓ All staff are provided with a significant amount of information about all their pupils. Factors which might be potential barriers to learning are identified and acted upon with appropriate interventions.
- ✓ A number of particular strategies and opportunities for individuals and groups are employed to ensure pupils are engaged in their learning and successful in their attainment.
- ✓ A number of pupils have been offered better access to higher education through the universities' Top-Up programme.
- ✓ A focus on attendance, supported by an additional PSA appointment and linking with partners in Social Work and Children 1st, has helped ensure pupils are not missing out on education.
- ✓ All pupils in S1-3 participated alongside staff in the first Mental Health & Wellbeing day with a variety of activities both in and out of school, taking place to reinforce the wellbeing message.

Raising attainment and achievement
- ✓ The percentage of pupils attaining 3rd Level by the end of S3 in June 2019 was
    Reading 97%   Writing 98%   Talking & Listening 98%   Maths 98%
    The percentage of pupils attaining 4th Level by the end of S3 was
    Reading 67%   Writing 69%   Talking & Listening 77%   Maths 50%
- ✓ The percentage of S4 pupils attaining 5 or more National 5 awards returned to over 60%, the second-best-ever result.
    The S5 Higher results recorded the best-ever achievement at 5+, reaching 20% for the first time.
    The percentage attaining 5+, 3+ and 1+ Highers by S6 all reached a best-ever high.
- ✓ The end of session and SQA awards ceremonies applied new criteria, following the achievement review, and saw increased numbers of pupils receiving recognition, and correspondingly increased parent involvement in the ceremonies. Over 90 young people and their families were invited to the SQA awards ceremony.
- ✓ The merit scheme continues to impact on the ethos and behaviour across the school with a staggering 141000 merits issued and only 6500 demerits in comparison.
- ✓ The school achieved outstandingly high levels of success in sporting activities this session winning the ERC dance, junior badminton, secondary games, and gymnastics competitions (gold & silver awards); West Central girls' football, silver in level 2 gymnastics at the Scottish schools finals in Perth and the Boys u16 football champions in league and cup.
- ✓ The school twitter sites continue to play a major role in publicising activities and achievements with over 1700 followers and over 70 tweets posted during the Mental Health & Wellbeing day alone.
- ➢ As usual, following the SQA exams, results will be analysed using school, SEEMIS, EMIS and Insight data. Progress against the ERC targets will be audited and SQA action plans drawn up.

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

PT Development – Pupil Voice
- Key equity groups participating in School Council eg 38% members from SIMD 1-3 - an accurate representation of the school community.
- The Student Council has taken ownership of the merit scheme.
- Leadership opportunities created for pupils, in the school and wider community.

PT Development – Achievement
- Significant increase in club participation - 42 clubs; 57% of S1-6 pupils attending; 70% of S1-3.
- Over 100 young people and more than10 staff participate in the Friday Club every week.
- 7/8 pupils in Achievement Committee from SIMD 1-4.
- Procedures for award ceremonies were reviewed and amended. More pupils in SIMD 1-4 are now receiving awards.

PT Development – Digital Literacy
- More pupils access the curriculum digitally, especially those with chromebooks (PEF).
- 20% of the Digital Leaders Club from SIMD 1-3.
- Pupil and staff GLOW/Google Classroom logins outperform most other high schools in ERC.
- Digital Schools Award achieved following validation visit 5/6/19.

Pupil Support Assistant (PSA)
- PSA appointed to monitor & track pupils whose attendance issues were leaving them at risk of disengagement.

Additional Support in Literacy / Numeracy
- An additional staff member allocated 2 days per week in the Maths department. Pupils were targeted from lower SIMD categories.

What is our capacity for continuous improvement?

In the individual report for the High School in the Transition Review of the Barrhead Cluster (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.