

Barrhead High School

Standards and Quality Summary Report 2019-20

Context of the School

Vision, Values and Aims

Pupils, parents and staff worked together to create a vision statement and to identify the core values for the community:

Vision:

Barrhead High will provide a safe environment in which pupils, staff and parents feel valued, respected and included.

We aim to deliver a high quality learning experience for all which will motivate pupils to aim for and reach the highest standards of attainment and achievement within their potential.

Values:

R esponsibility

E xcellence

S uccess

P erseverance

E quality

C onfidence

T eamwork

At the heart of these values lies

RESPECT

- respect for each other and respect for yourself.

Background factors

School Roll 647

FSM 17.1%

LAC 23 (3.5%)

SIMD 1-3 39%

Lowest 20% (ERC) S1 37.2%, S2 43%, School 36%

Improvement Plan Priorities

School priorities as per the 2019/20 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 considered evaluations from pupils, parents and staff as well as the local authority Education Department and the Education Scotland.

Progress, Impact and Outcomes/Next steps

Self Evaluation

- Staff participated in professional dialogue with peers using a coaching model to reflect and improve learning and teaching.
- Principal Teachers attended a workshop on evaluative writing to support staff to measure outcomes and identify good practice.
- Staff continued to participate in reviews including Social Subjects, strong collaborative practice and communication within the team was highlighted.
- Pupil voice continues to impact the approaches to learning and teaching across the curriculum and influence the curriculum rationale.
- Staff participated in moderation events to improve attainment in S1/2 and increase their confidence with teacher judgements.

Leadership of Learning

- Faculties continue to have robust learner conversations with learners to agree target grades, next steps and encourage learners to lead their own learning.
- There was opportunities across the curriculum for pupil leadership to develop skills for work and life.
- Staff participated in teaching and learning groups to trial a range of teaching methodologies and showcase best practice.
- Learners had opportunities to lead STEM events to develop their communication and thinking skills.
- Care experienced learners delivered a session on what it means to be care experienced to support staff to understand their role as a corporate parent.
- The Digital Leaders group promoted initiatives including Safer Internet Day and Bring Your Own Device. Learners also developed their skills by supporting with the management of devices. The opportunities increased pupil autonomy and leadership opportunities.

Leadership of Change

- Working in partnership the school has reviewed attendance procedures to support parents and carers to understand the strong correlation between attendance and attainment.
- The introduction of 'Family Group Decision Making' has improved the attendance of targeted individuals.

Leadership of Staff

- Staff across the school have continued to lead at a local and national level, including ERC's Literacy Strategy Group to develop reading strategies, Understanding Standards session on the Higher Graphic Communication Assignment and delivering CLPL training sessions for 60 Chinese teachers at SCILT/CISS.
- Staff have increased their digital skills significantly. Innovative CLPL sessions were organised to share best practice to meet the needs of learners during lockdown. Including the use of Digimaps software, Loom, Screen-Castify and EdPuzzle.
- The Building Learner Power Improvement Group successfully led the Building Learning Power professional enquiry programme. All members of staff participated in professional inquiries using BLP Resilience strategies.

Next Steps

- Pastoral Support will review their self-evaluation calendar to capture learner voice to review the PSHE curriculum.

- Learning conversations will be embedded across the school based on robust monitoring and tracking systems.
- Further sessions will be planned on evaluative writing and capturing evidence to measure outcomes.
- Review processes to capture evidence across the session.
- Consider digital approaches to promote Developing Young Workforce during the pandemic.
- SLT to develop and deliver a leadership programme to build capacity across the school and empower staff to lead at all levels.

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

Progress, Impact and Outcomes

Curriculum

- Mandarin was delivered to S1/2 which has provided some continuity and progression in Mandarin learning which pupils start in P5. Mandarin was also introduced in the Senior Phase as a national qualification.
- The HE Department introduced the Royal Environmental Health Institute (REHIS) Elementary Food Hygiene (EFH) course as an additional qualification to benefit young people pursuing a career in the hospitality industry.

Learning, Teaching and Assessment

- Study skills workshops were delivered to Senior Phase learners in Modern Languages to identify different ways to learn SQA Writing and Talking content. Pupil feedback following the workshops was very positive, particularly the use of 'Textivate'.
- In the Languages for Life and Work course, staff worked closely with Skills Development Scotland and with the Home Economics Dept. to organise interdisciplinary learning and provide relevant contexts for learners.
- All staff undertook professional reading around the Building Learning Power Model. This was part of a cluster initiative to further enhance our approaches to teaching and learning. Strategies are evident in daily practice across the school, e.g. The Learning Pit, C3B4Me and the Chilli Challenge.

Personalised Support

- The Learning Support department has made a significant contribution to the delivery of the staff learning programme. The department has delivered sessions for example, on nurture, challenging behaviour, differentiation, creative assessment methods for lowest 20%, ASD, digital learning, ED Puzzles and screen recording power point.
- Care Vision delivered a series of twilight sessions to develop our knowledge and understanding of trauma and attachment.
- Differentiated close reading material has supported learners to access the same passage from the text book but in a format that suits their individual needs. Pupil attainment in close reading has improved and methodologies were shared both in ERC and with other local authorities.
- An increased use of Chromebooks and the use of ICT for dyslexic pupils has ensured that learners are supported with their literacy for extended writing pieces.
- Staff were trained on supporting pupils with Read & Write software to support ASN learners.

Family Learning

- Interactive Numeracy Strategies document with a focus on Concrete, Pictorial and Abstract approaches were shared with Cluster primaries and parents/carers to demonstrate the variety of methods that can be used within the cluster.

- During the Covid -19 all staff provided online lessons which provided depth and challenge for all learners. During this time parents received regular updates informing them of their child's engagement.

Transitions

- The Computing department has led an ICT initiative in one of our cluster primary schools. This has helped to gather a baseline of learner skills and has provided an opportunity to support primary staff in the use of ICT applications.
- S6 Numeracy Ambassadors continued to work with the Cluster during 'Financial Education Week' to deliver a lesson. The Ambassadors were recognised for their volunteering with a Saltire Award.
- Learners worked together with the cluster to collate evidence and make changes to current practice to achieve Digital Schools Award. The Award increased pupil awareness of how to keep safe online in school and at home.

Partnerships

- Partnership working across the school has increased, including partnerships to enhance teaching and learning, for example, RBS Moneysense, Clyde Gateway, Barrhead Travel, ERC Catering, BP challenge, Ken McIntosh (Presiding Officer), cookery classes for Travel and Tourism students, visits to universities, Mitchell library, Tron Theatre and Glasgow Gurdwara. Speakers also enhanced learning and teaching including Mike Haynes to reinforce the school's message of respect as part of a national poetry competition.

Next Steps

- Develop cluster working across the curriculum.
- The school will consider how to take forward partnership working to support the Developing Young Workforce agenda, in particular explore how we provide virtual work experience places for young people to help prepare them for future pathways.

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

Progress, Impact and Outcomes

Ensuring Wellbeing, Equity and Inclusion

- Pastoral staff participated in a raising awareness session to develop their knowledge on Multi Agency Risk Assessment Conference (MARAC) and 'Signs of Safety' training to create wellbeing plans to agree outcomes that are achievable.
- The introduction of a 'Kit Bag' as a toolkit to help young people self-regulate their emotions was received positively by participants.
- Working in partnership with Glasgow Caledonian University and supported by Scottish Government we introduced a breakfast cart which is free and accessible to all pupils. This has created a nurturing environment.
- The creation of films including SportScotland engaged targeted learners to participate in sport.
- The Achievement Ambassadors have reviewed the achievement systems and introduced a whole school pupil of the month system.
- The Student Council has encouraged partnership working and provided opportunities to build confidence and develop skills for work.

Partnership Working

- Children 1st have worked in partnership to support vulnerable families to access wider supports such as food and financial support. This has helped to improve pupil and parent engagement in education.

- Participation in the Together Better Readers initiative combined with the Reading Programme to target low reading age pupils was successful.
- The library programme and inclusive nature of the lessons created and delivered by the librarian has created a positive and welcoming environment for all pupils. An increase in the number of books being issued demonstrates a flourishing reading culture in the school.
- Provision of targeted support in Maths continued to be provided by an additional member of staff. Almost all pupils provided positive feedback for this initiative.
- The Expressive Arts Faculty provided opportunities and support for young people to take leadership roles within the school production of Annie Jr to promote wellbeing.

Raising Attainment & Achievement

- Achieved a Gold Award for School Sports in recognition of the wide variety of clubs and activities offered to our young people.
- All S1 pupils took part in a School of Tennis Programme organised by Active Schools Coordinator. The tennis club has seen an increase in participants since the event.
- The gymnastics team made it through to the Scottish finals in Perth.
- The Faculty Heads for Science and Technologies along with the PT Development led a successful STEM careers event open to all year groups. The event helped raise awareness of the link between different school subjects and a number of STEM careers.
- The Technologies Faculty participated in the GO4SET engineering competition
- The percentage of S4 pupils attaining 5 or more National 5 awards was 65%, our highest results yet.
- The S5 Higher results recorded the best-ever achievement at 5+, reaching 23%.
- The percentage attaining 5+, 3+ and 1+ Highers by S6 all reached a best-ever high.

Next Steps

- Explore more targeted supports for pre NEET pupils including the possibility of a 'Ready for Work Programme'.
- Continue to increase the number of learners participating in the Student Council.
- Review the approaches to religious observance and empower learners to lead events to reflect and make sense of the school values.
- Review tracking and monitoring approaches across the school.
- Monitor and track learners to ensure an increased number achieve 5 Highers by the end of S6 and target learners who can achieve 1 Adv Higher.
- Review option choice processes to improve progression rate from N5 to Higher.
- Consider further NPA courses.
- Provide further training session on Insight and tracking and monitoring processes.

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

Refer to PEF report.

What is our capacity for continuous improvement?

We are looking inwards to ensure learning & teaching are at the forefront of our work all year through CLPL and improvement groups to deliver excellent experiences.

We are also looking outwards and will make good use of the West Partnership and ERC strategies to learn from research; others and best practice and use this to facilitate innovation and creativity and inform improvement actions.

The school has a high capacity for improvement due to the commitment and skills of the staff and pupils. Staff will have opportunities to lead at all levels and our young people will continue to work alongside us in measuring our success and areas for improvement.