BARRHEAD HIGH SCHOOL
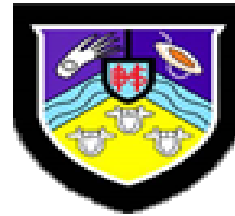
SCHOOL IMPROVEMENT PLAN 2024-27

"Everyone Attaining, Everyone Achieving through Excellent Experiences"

Vision   The vision for Barrhead High is 'raise the bar' for all.

We value relationships and work together to develop resilient and thoughtful young people who are prepared for the future and ready to respond to the challenges of a rapidly changing world. We strive to remove barriers to learning while delivering an aspirational curriculum which

Values   What we do and how we do it is guided by our underlying values. At the heart of these values lies **RESPECT** - respect for each other and respect for yourself.

Aims

- We want our young people to be underlined successful learners who are enthusiastic about learning and set aspirational goals.
- We want our young people to live our school values so that they leave Barrhead High with the confidence to thrive in a rapidly changing world.
- We want our young people to be active citizens with an awareness of global issues who use their voice to campaign for change.
- We want our young people to embrace opportunities to develop their resilience and contribute effectively to society.

Resilience
Excellence
Supportive
Participation
Equity
Confidence
Teamwork

The NIF is designed to help deliver the aims of excellence and equity. The NIF priorities are:

- **Placing the human rights and needs of every child and young person at the centre of education**
- **Improvement in achievement, particularly in literacy and numeracy**
- **Closing the attainment gap between the most and least disadvantaged children and young people**
- **Improvement in children and young people's health and wellbeing**
- **Improvement in skills and sustained, positive school-leaver destinations for all young people**

The NIF sets out six key drivers for improvement which provide a focus and structure for gathering and analysing evidence:

1. **School leadership**
2. **Teacher professionalism**
3. **Parental engagement**
4. **Assessment of children's progress**
5. **School improvement**
6. **Performance information**

IMPROVEMENT PRIORITIES

School Improvement Priorities for 2024-27
Our vision is one of *Everyone Attaining, Everyone Achieving through Excellent Experiences.* Our target outcomes and expected impacts in the next three-year cycle will be:

Empowerment and Leadership	Social Justice and Wellbeing	Pedagogy and Learning	Attainment, Achievement and Progress
Build system capacity to support continuous improvement through: a) Targeted support for parents and carers. b) Progressive leadership opportunities for learners. c) High quality career long professional learning for aspiring leaders.	Improvement in young people's health and wellbeing through: a) Creative and bespoke interventions with partners. b) Progressive outdoor experiences. c) Opportunities to learn about sustainability to become active citizens. d) 'Living our values' with all stakeholders.	Learners experience consistent, high quality learning and teaching across the school through: a) Adaptive teaching approaches to ensure high expectations for all. b) Awareness of emerging educational pedagogy including AI. c) Refresh of BGE curriculum via the Barrhead Capacities to plan relevant and engaging activities. d) Instructional coaching to support practitioners to reflect and collaborate.	To raise attainment levels across all curricular areas and to narrow the poverty related attainment gap through: a) Fact, story, action approach in the BGE to raise attainment of equity groups. b) Review literacy and numeracy approaches in the BGE across the curriculum. c) Framework for meta skills to support young people to articulate their skills. d) Career education programme to better prepare identified learners for positive and sustained destinations.

WHOLE SCHOOL THREE YEAR PLAN: SELF-EVALUATION (in addition to 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.1, 3.2 annually)		
2024 – 2025	2025 – 2026	2026– 2027
1.4 Leadership and Management of staff	2.1 Safeguarding and Child Protection	2.7 Partnerships
1.5 Management of Resources to Promote Equity	2.6 Transitions	3.3 Increasing creativity and employability
	2.5 Family Learning	

Priority:	Empowerment and Leadership		
NIF Priority: P1, P2		QIs: 1.1,1.2, 1.3, 1.4, 2.5	
NIF Drivers: D1, D2, D3, D5			

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
By June 2027, all P7, S1 and S2 targeted families will have opportunities to learn together to support their child's wellbeing and learning at home.	• Identify cohort of P7, S1 and S2 families using attendance and wellbeing data. • Develop 'Connects' programme to listen to parent and carer voice to encourage partnership working and early intervention. • Create opportunities for parent wellbeing and signpost for further support. • Plan family learning workshops with a focus on numeracy, literacy and wellbeing led by the 'Connects' learners and S6 leaders. • ESOL family support group established with partner support to remove barriers to engagement.	Youth Workers Parent Council members S6 learners PT Pastoral (GVL) PT Literacy (AR) PT Numeracy (TH) PT Wellbeing (MR) PTP & SfL	Aug-Oct 24 Nov-Jan 25 Feb- June 25 Aug 25-June 27 Aug 26-June 27	Education Scotland resources Youth Workers-PEF (£68k) Family Friendly Award Framework Adult Learning Services	Improvement in parent/carer questionnaires reporting opportunities to learn together. (Increase to 80% or above from a baseline of 62%) By 2025 67% By 2026 72% By 2027 80% Increased attendance at workshops for targeted families.
By June 2027, the percentage of young people reporting they are confident individuals will have increased to 90% or above (from a baseline of 79%)	• All S6 learners to participate in a weekly leadership period to lead initiatives including STEAM, Mental Health, Young Enterprise and Sustainability, to empower other learners to participate in the wider life of the school. • All learners encouraged to find and use their voice to make meaningful contributions to school improvement via learner enquiry, and 'Big Sip' forum. • All faculties to offer a BGE leadership opportunity. • Develop further partnerships to provide learners with volunteering opportunities in the senior phase.	DHT (LP) Lead Teachers PTD Learner Empowerment Pastoral staff All teachers PTD Learner Empowerment DYW Worker	Aug-May 25 Aug 24-June 26 Oct 25-June 27 Aug 25-June 26	L6 Leadership Award Humanutopia (£7k) 'Heroes' programme for S1 and S3 Strathclyde enquiry resources Gen+ modules (£3k) Voluntary Action	Qualitative and quantitative data (HWB toolkit) indicating an increase of learners feeling confident. By 2025 83% By 2026 87% By 2027 90% Pastoral Ambassadors feedback from all classes. Almost all S6 learners to achieve Leadership Award by June 2025. All faculties have BGE leadership opportunities. Increase in senior phase volunteering in wider community by 10%

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
By June 2027, the percentage of unpromoted staff supported and challenged to build the necessary knowledge, skills and understanding required of highly effective leaders will have increased to 50% (from a baseline of 40%)	• Utilise the skills, experience and expertise of established middle leaders as coaches for aspiring teacher leaders and newly appointed middle leaders. • Create meaningful distributive leadership opportunities to develop staff potential and take risks on ambitious and capable teachers. • Encourage flexibility for principal teachers and deputes in order to broaden experiences of leadership across the school and beyond. • Create a professional reading forum.	All SLT/PTs	Aug 24-June 27	Coaching partner/ resources Protected time GTCS research website	Aspiring leaders reporting increased confidence to think and plan strategically. Participant evaluations of Aspiring Leadership Programme and Improving our Faculties. Increasing number of staff successfully securing promoted posts.

Priority: Social Justice and Wellbeing	
NIF Priority: P1, P2	QIs: 2.2, 2.7, 3.1
NIF Drivers: D1, D2, D3, D5	

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
Increase in attendance for S1 Connects group by June 2026 from 79% to 85% Increase in attendance for S2 Connects group by June 2025 from 85% to 87%	• All targeted young people participating in a weekly leadership activity of their choice to improve wellbeing. • Extended transition process for targeted P7 cohort. • Mentoring from Youth Workers to set and review personal targets. • Growth Mindset lessons and activities to develop resilience. • Outdoor learning opportunities to improve wellbeing and raise awareness of sustainability. • Set up beauty bar and enterprise activity.	Youth Workers DHT (KM)	Aug 24-June 27	Youth Workers PEF (£68k) Wellbeing survey data Growth Mindset resources Community partners to support with outdoor garden. Glam Candy(4k) Chance to Be	All targeted learners achieving Wider Achievement Award. Participation database indicating all learners are participating. HWB tracking database to indicate an improvement in wellbeing for targeted cohort. Increase in attendance for S1 Connects(Targeted FSM/SIMD 1 & 2) By 2025 by 82% By 2026 by 85%

					Increase in attendance for S2 Connects (Targeted FSM/ SIMD 1 & 2) By 2025 87%
By June 2027, the percentage of young people and staff reporting they are living the RESPECT values will have increased to 95% (baseline of 84% for peer relationships and 92% for staff and learners)	• Provide professional learning opportunities to deepen knowledge of Anti-racist education. • Plan the curriculum to recognise, value and include diverse identities. • Introduce 'Heroes' programme for S1 and S3 learners. • Learners to use Equality, Fairness and Rights Impact assessment to review current practice and policies. • Raise the profile of MVP Ambassadors. • Review and refresh the School Charter to reflect learner and staff voice. • Opportunities for staff and learners to learn together and promote RESPECT values. • Develop CLPL opportunities to enhance staff understanding of trauma informed practice and nurturing approaches to learning, teaching and delivery.	PTD Curriculum All teachers PTD Learner Empowerment PTP (GM) PTP (MM) DHT (KM) PTP (MM)	May 25-June 26 Aug 25-June 27 Aug 24-June 25 May 25-June 26 Aug 24-June 26 Aug 24-June 25 Aug 24-June 26	ERC partners to deliver CLPL Social Justice Policy Humantopia (£7k) Ed Scot templates MVP resources Respect for all survey data The CIRCLE/ Trauma informed resources	Qualitative and quantitative data (HWB toolkit) indicating an increase of learners feeling respected by other learners (baseline 84% By 2025 87% By 2026 91% By 2027 95% Pastoral Ambassadors feedback from all classes. Evaluation of MVP and Humanutopia. Survey results indicating an increase of staff and learners reporting having effective learning relationships (baseline 92%) By 2027 95%
All young people in the BGE have opportunities to learn about sustainability to become active citizens by June 2027.	Learners engage in motivating and relevant interdisciplinary project learning activities relating to topical LfS themes. • All S1 learners to participate in an award to explore their local community and learn about others and the world around them. • All S1 to participate in climate change IPL and climate challenge in S2 • All S1 learners to participate in the Marseum challenge to plan for future trends and risks. • All S2 learners to participate in Young Enterprise circular economy opportunity to empower learners to bring about change. • All S2 learners to participate in Barrhead 'Then and Now' to make wider connections with the community and explore issues.	All teachers PTD Curriculum	S1/S2-Session 24-26 S3- Session 26-27	Education Scotland resources Partnerships including ERC Masterplan Board, Ostrero, John Muir. Learning for Sustainability Action Plan	Achievement of Green Flag to evidence improvements to the sustainability of our school building and grounds. Increased awareness of LfS themes. Outdoor learning is a regular, curriculum-led experience. Increase in wider achievement awards including NPA Climate change.

• All S3 learners to lead ready to thrive and AI learning opportunities.				

Priority: Pedagogy and Learning

NIF Priority: P2, P3, P5	**QIs: 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 2.7, 3.3**
NIF Drivers: D1, D2, D3, D4, D5, D6	

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
All BGE learners experience lessons which offer appropriate pace and challenge which leads to improvements in learner engagement, enjoyment, attendance and attainment.	• Programme of professional learning to support with adaptive teaching approaches to ensure high expectations for all. • PSAs and SfL to work collaboratively across faculties to support with scaffolds for learners to access the curriculum. • Look outwards to establish strategies to support EAL learners in response to changing demographic. • Use the Barrhead Capacities to refresh the BGE curriculum using the interdisciplinary project learning framework to plan relevant and engaging activities.	PTD L & T DHT (LP) SfL Teachers PTP (JM) PTP (JM) SfL teachers PSAs PTP (JM) SfL teachers All teachers PTD Curriculum	Aug 24-June 27 Aug 24-June 26 Aug 25-June 27 Aug 24-June 27	Osiris (£1500) The CIRCLE resources ERC diversity partners Provide space and time via Faculty and Partnership days. Curriculum Ambassadors	Learners reporting they enjoy learning at school will increase (baseline 75%) By 2025 78% By 2026 to 80% By 2027 to 82% QA Report Findings Peer visit observations report. Improved TJs for equity groups in all faculties, (refer to faculty baselines on Attainment overviews for S1 and S2)
All practitioners are aware of emerging educational pedagogy and using it to inform and improve their practice, enhancing the learning experience.	• Annual update of the BHS Teaching Toolkit to include new examples of highly effective practice to promote collaboration and reduce teacher workload. • Train additional Learning Ambassadors to review experiences and share their findings to inform learning and teaching approaches. • Increase number of learners working collaboratively with teachers in action based research to improve L&T across the school.	PTD L & T DHT (LP) PTD L & T L & T group All teachers PTD L & T PTD Learner Empowerment	Aug 24-June 27 Aug 24-June 27 Aug 24-June 27	Barrhead High policy and toolkit BGE Learners to be trained using Ed Scotland resources. GTCS research website	CLPL Programme feedback Annual refresh of Teaching and Learning Toolkit. Learner observations demonstrate improved engagement. Improvements in attainment (refer to S1 and S2 Attainment Overviews) and attendance (baseline 88%) Learner enquiry findings

7

All practitioners are confident in their ability to challenge and support each other which leads to enhanced classroom practice and a continued culture of openness and collaboration.	• Design and implement a whole school self-evaluation programme which allows a deeper insight into the learner experience.	DHT (LP) SLT PTD L & T	Aug 24-March 25		All staff trained in coaching approaches to support peer visits programme.
	• QA programme findings & PRD's used to identify CLPL requirements. Look inwards and outwards to provide high level CLPL which develops curricular knowledge and pedagogical skill.	PTD L& T L & T group	May 25- June 26	Osiris (£1500)	Instructional coaching for interested staff:
	• CLPL on use and application of Leuven scale to baseline and measure learner engagement as part of learner observations.	SLT	Aug 24-June 25	Leuven scale	2024 – 2025 5 staff 2025 – 2026 10 staff 2026 – 2027 15 staff Coaching impact surveys from staff.
	• Follow-up actions agreed in collaboration with PTCs. SLT to support PTCs with implementation of subsequent actions and QA.	SLT/PTC	May 25-June 25		
	• Design a coaching CLPL programme for all staff to enhance the peer visits programme and reflect on learning.	All teachers	Aug 25-June 27	PRD templates	
	• Design an instructional coaching programme aimed at supporting different areas of pedagogy which individuals can access as and when required.	All teachers	Aug 25-June 27	Coaching provider	
By June 2027, all staff will be able to report that they are confident using AI and understand and value it as a resource to support the delivery of learning and teaching.	• AI task force of learners and staff established to lead research into AI and how it might add value to the learning environment	DHT(AB) /Learner Task Force/ Teacher leaders	Aug 24-June 25	BGE Task Force	Baseline established to determine staff confidence.
	• Look outwards to consider the potential reach and value of AI as a learning tool		Aug 24-June 25		Learner feedback on using AI to support their learning.
	• Baseline survey carried out with staff to establish staff awareness of AI, including potential impact on coursework in SP		May 25	Glasgow University	
	• AI task force to work with departments and lead on generating trial lesson content and homework tasks using AI applications and tools		May 25-Dec 25	Webinars/ External partners	Staff reporting reduced workload.
	• AI research task force to lead whole school L&T session based on research and findings, including work undertaken with departments and research.		May 26		
By June 2027 the percentage of S1 & S2 learners reporting homework supports their learning will have increased to 80% (from a baseline of 70%)	• Share enquiry findings from learners with staff at WSM.	DHT (AB) All teachers Learner enquiry group	May 25-June 27	Enquiry findings AI resources	S1 and S2 learner survey results indicating an increase in learners reporting

8

	Staff to focus on developing study skills, literacy and numeracy as part of home learning.				homework supports their learning. By 2026 75% By 2027 80% Reduction in homework letters home.
	• Flip learning approach to increase engagement and relevance. • AI activities to be trialled. • Create home learning policy.				

Priority: 1. Attainment, Achievement and Progress					
NIF Priority: P3, P4, P5			QIs: 1.1 2.7 3.2 3.3		
NIF Drivers: D1, D2, D3, D4, D5, D6					

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
Improve the attainment of the highest 20% of S4/5/6 leavers by 64 tariff points.	• Identify learners in S2 and S3 cohort. • Gather pupil voice on experience in BGE. • CLPL on adaptive teaching to challenge targeted cohort. • Mentor support to set ambitious targets and organise master classes for literacy and numeracy.	PTD (Attainment) All teachers	Aug 24-June 27	Insight Attainment Overviews West Partnership Fact Story Action training resources SNAP website	National benchmarking data for all leavers, complementary tariff points (baseline 1326 complementary, ERC 1501) By 2027 1390 tariff points (equivalent to additional N5 qulification)
By June 2027, the percentage of S4 learners registered for free school meals attaining 5 or more awards at SCQF Level 5 or better will have increased to 45%. By June 2027, the percentage of S4 learners registered as ASN attaining 5 or more awards at SCQF Level 5 or better will have increased to 55%.	• S1/2 Attainment Overview formatted to measure S1 & S2 TJs equity gap for all subjects. • All staff to identify S1/S2 equity learners. • All staff to implement and evaluate interventions for identified equity learners, including adaptive teaching. • SLT and PTCs to use FSA approach in BGE to identify patterns, trends and areas for improvement for cohorts • Clear action plan for equity cohort identified as requiring further support: including S6 peer mentorship for FSM learners and attainment mentoring.	All teachers supported by PTD (Attainment) PTD (Attainment)	Aug 2024-June 2027 (annually) Dec 2024-June 25	Gradient of learning Bi Power Attainment Overviews	Quantitative data from Quantitative data from Attainment Overviews in S1 & S2 vs Gradient of Learning Reduce FME Equity Gap in S1 & S2 TJs: currently 20% 2025 – 17% 2026 – 13% 2027 – 10%

9

	• Implement the ERC literacy and numeracy strategy.	PT Numeracy & Literacy	Aug 24- June 26		Progress relative to Standardised Tests for learners in key equity groups as part of FSA approaches. Insight data for breadth and depth all FSM candidates S4 5 @ L5 (baseline 33%) Increased to 45% by 2027. Insight data for breadth and depth all ASN candidates S4 5 @ L5 (baseline 45%) Increased to 55% by 2027.
All learners in the BGE recognise and understand the importance of meta skills and can reflect and articulate their skills development as they journey through school and prepare for future pathways.	• CLPL for practitioners on rationale and timeline for implementation of Meta Skills. • Practitioners to map Meta Skills with course plans with a view to identifying gaps and embedding Meta Skills into teaching and learning. • Update skills icons to incorporate Meta Skills. • Share implementation journey of Meta Skills with all stakeholders, including business partners. • Working with SDS, business partners, teachers and learners regularly review Learner Skills Profile to ensure profiles at each stage are progressive, manageable and relevant - particularly at exit points. • Annual showcase of profiles shared with stakeholders. • All faculties to increase number of partners to plan and deliver experiences	DHT(LP) PTP (LO) All teachers All teachers DHT(LP) PTP (LO) All teachers DHTs Pastoral DYW Worker All teachers All teachers	Oct 25 Oct 25-May 26 Oct 25-May 26 Aug 26-June 27 Aug 26-June 27 June 26 Aug 24-June 27	Gen + £1000 SDS Meta skills framework	Meta Skills throughout the curriculum Learners articulating skills progression via learner conversations, interviews, focus groups and skills profiles.
Working in partnership develop a bespoke career education programme to better prepare identified learners for positive and sustained post school destinations.	• Increase opportunities for work-based learning placements and visits to local colleges and employers to improve knowledge and understanding of post school pathways.	DYW Worker PTP (SM) DHT (LP)	Aug 2024-June 27	SDS Time to collaborate	Insight data on school leaver destinations to remain at 100%. School leaver follow-up to Increase from 95%.

• Explore opportunities for accreditation towards personal development. • Review existing learning and teaching resources and activities with partners, parents and learners to identify gaps and potential opportunities. • Develop role of My WOW Ambassadors to promote MWoW as a career management tool with all stakeholders. Support our young people to make informed choices about careers pathways through, e.g. • Curriculum • Apprentices • Alumni of S6 leavers • Work place mentors • Partners throughout the curriculum • Foundation Academy	All teachers	Aug 2025-June 27	Partners to support development Paisley University Foundation Academy	2025 – 96% 2026 – 97% 2027 – 98% SDS statistics on use of WOW 100% for all stages. Datahub to be updated regularly and utilised for targeting resources. Learners in S1/S2 reporting partners supporting their learning throughout the curriculum.