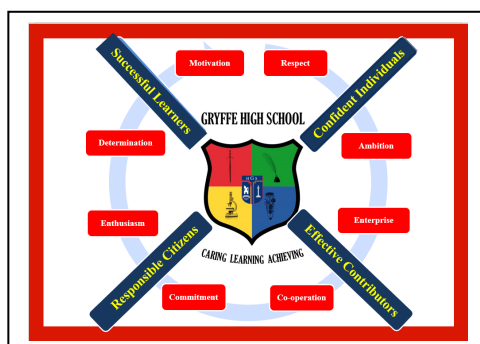




Gryffe High School



STANDARDS AND QUALITY REPORT

20 September 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.

Mr Kevin Christie

Head Teacher

OUR SCHOOL

Gryffe High School is a welcoming school at the heart of the local community. It is set in a semi-rural open campus serving the villages of Houston, Bridge of Weir and the surrounding area.

We pride ourselves on our high expectations and sit amongst the top performing and achieving schools in Scotland, **with a proud focus on caring, learning and achieving.**

Our key focus is on our young people as individuals and from their significant achievements we celebrate their success, as well as promote resilience. The wellbeing of our young people is central to our purpose, and this is epitomised by the comprehensive range of extra-curricular opportunities all our young people benefit from. Our approach to enriching the curriculum supports young people to achieve and attain excellence.

OUR VISION, VALUES AND AIMS

Our Vision, Values and Aims

Our School Vision

Gryffe High School is fully committed to maintaining consistently high standards in all aspects of school life. This will be achieved through fostering a caring environment, with learners at the centre, ensuring everyone feels safe and supported. We endeavour to promote effective learning and teaching and provide all pupils, and staff, with opportunities to enable their true potential to be realised in a challenging, supportive and enjoyable way.

Our School Values

Values for Excellence and Equity

CARING

LEARNING

ACHIEVING

School Name: Gryffe High School
School Address: Old Bridge of Weir Road, Houston, Renfrewshire, PA6 7EB
Phone: 03003001323
Website: www.gryffehigh.co.uk
Facebook/X/Instagram

HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school.

You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.

SUCSESSES AND ACHIEVEMENTS

Building on the platform created during our recovery, the following successes and achievements are highlights from session 2022-23.

- ★ Building on our Ruby Award Accreditation for Renfrewshire's Nurturing Relationships Approach (RNRA) – all of our teaching staff have undertaken Circle Training to enhance our inclusive classroom approach. Many staff across the school are Mentors in Violence Prevention trained, and the majority of staff have undertaken Non-Violent Resistance training with the purpose of developing effective de-escalation strategies.
- ★ Our Pupil Support Team continued to provide outstanding levels of support to children and young people and their families. A wide range of supports and interventions were in place, including:
 - Our Headstrong programme, which provided positive mentoring sessions for some pupils in S1 – S6
 - We continued to successfully utilise the Glasgow Motivation and Wellbeing Toolkit as a method of tracking wellbeing data for pupils across S1 – S6, in order to inform targeted interventions across the school
 - All staff have received 'What's the harm' and Safe Talk training to help support young people at risk of self-harm in line with our commitment to develop the best possible mental health support.
 - Our Equally Safe at School and Mentors in Violence Prevention strategies have been widely supported by staff, pupils and parents/carers, and have opened up a wealth of leadership opportunities among staff and pupils, with all new S1 and S5 pupils as well as some parents trained. Young people lead assemblies, sharing their experiences with their peers
 - Through our regular middle leader collegiate working group meetings, we have focused on classroom practice, including refreshing our approach to 'relentless routines' and communication.
- ★ We continue to ensure that children's rights are embedded across the school and are present in every facet of school life, in line with our Rights Respecting Schools, Gold status which we are aiming to reaccredit this session
- ★ We continue to close the attainment gap with a wide range of timely interventions to support our young people
- ★ We continue to outperform our comparator schools in S5 and S6 and our highly positive S6 leavers data highlights the excellent attainment and achievement of young people throughout their time in our school.
- ★ Career Education and Positive Destinations 2022: we achieved 98% positive destinations, which is reflective of our excellent strengths in universal tracking and monitoring, and timely interventions for any young person at risk of not achieving a positive destination
- ★ We continue to develop strategies for improving literacy and numeracy levels for all. As part of our Literacy and Numeracy Strategy, our Teacher of Literacy/Numeracy (BGE) supports young people to improve their core skills, enabling them to better engage with the whole curriculum.
- ★ In supporting Renfrewshire Council's literacy approach, Dive into Reading and Dive into Writing programmes for S1 and S2 are now embedded in our curriculum and 'Accelerated Reader' is being used to target improvement in reading levels for an identified group of young people across the BGE
- ★ We were successful in achieving the Silver Award for Reading Schools accreditation, which reflects our approach to building and sustaining a reading culture, working in partnership with our school librarian
- ★ S1 and S2 numeracy strategy includes Beyond Seal and use of concrete materials to create a bespoke approach to developing numeracy for a target group of young people
- ★ The majority of our young people, across S3 – S6, have achieved certification in Emergency First Aid at Work through our S3 wider achievement curriculum.
- ★ 30 x S3 pupils achieved the Climate Ready Classroom Award through their wider achievement work in Geography lessons
- ★ We continued to support wider achievement accreditation in food hygiene (REHIS) for all of our S3 Practical Cookery cohort
- ★ Over 100 S4 pupils achieved Level 5 passes in Scottish Studies, widening their knowledge of Scotland and making connections across the curriculum
- ★ Our extensive Duke of Edinburgh programme supported almost forty young people to achieve the D of E Bronze award, with many continuing towards Silver next session
- ★ Through our Developing Young Workforce and STEM agendas, all S2 pupils participated in a careers event in partnership with local employers and further and higher education institutions.
- ★ Our Fair Achiever school status was renewed, and we are now 15 years accredited as a fair-trade school

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- All staff, teachers and support staff, have been involved in whole school collegiate working groups, with a focus on key areas within our school improvement plan: Pupil Voice, Achievements, Digital Learning and Subject Ambassadors.
- We continue to offer opportunities for career development for staff, such as Supporting Guidance, Supporting DHT and a variety of leadership opportunities that drive change across the school, including coordinating Rights Respecting Schools, Citizenship, Eco, Equity, promoting career education/DYW, STEM, Achievements and Wellbeing.
- Pupils continue to make important and significant contributions to the school and local community, supported and driven by an effective pupil management group. Learning and teaching is supported through our Subject Ambassadors and Wellbeing through our Wellbeing Ambassadors and MVP mentors.
- The Pupil Management Group and Pupil Council continue to promote pupil voice, contributing to consultations to foster a shared ownership of school improvement, and enjoy regular opportunities to showcase initiatives and achievements to Parent Council.

Teacher Professionalism

- A significant number of staff have additional duties within Renfrewshire Council or with other partners, including the Scottish Qualifications Authority (SQA). This has increased practitioner knowledge and confidence which supports Learning & Teaching and Attainment.
- Our peer observation time was re-established, focusing on evidence-based approaches to improving learning and raising attainment, including retrieval practice. These approaches were discussed and shared by many teachers across the school at learning lunches and in peer observation pairs.
- We delivered an extensive in-house CLPL programme, including Digital Learning, Differentiation in the Classroom, Supporting Young People with Dyslexia, Nurture and Coaching. This has increased practitioner knowledge on how best to support all our Learners.
- All staff continued to develop skills and increase confidence in the use of digital platforms in order to support young people impacted by covid-related absence.
- We have been approached to share effective practice in the following areas: Raising attainment through tracking and monitoring and Retrieval Practice.

Parental Engagement

- Our proactive Parent Council and PTA continue to meet regularly online. Parent Council enjoyed presentations and discussion across key Improvement Planning themes, while the PTA devised ever more creative fundraising ideas including a whole community BBQ and sports event. Our PTA are also helping to support equity through their uniform upcycling programme
- We introduced additional parent/carer information evenings in September for S4 and S5/6 which were attended by almost 200 parents/carers aimed at supporting young people in challenging examination years. The feedback was overwhelmingly positive, and we plan to make these a permanent feature in our calendar.
- This session we have continued to build on our work with the local authority and Janet Goodall, embedding our Padlets that improve opportunities to learn at home for young people and enable parents/carers to support effectively.
- Our new digital newsletter has increased opportunity for engagement with parent/carers across various digital platforms.
- All parents' meetings and parental information evenings returned to face-to-face events, and this was embraced by all

Assessment of Children's Progress

- Our monitoring, tracking and reporting system enabled **more** early support interventions than ever before. Internal tracking for S1-S3 pupils ensured interventions were timelier than previously, and improvements in moderation approaches enabled staff to make more confident judgments of progress for young people.
- Staff effectively use a variety of assessment approaches to enable young people to demonstrate their knowledge, understanding and skills across the curriculum
- Young people received regular feedback on their progress, allowing them to identify their strengths and next steps in learning. Staff monitor these targets and areas for improvement relentlessly to ensure young people are not at risk of under-achieving
- Staff were confident in generating robust assessments in line with national standards, and using these to produce accurate provisional grades

School Improvement

- This was the first year of our Improvement Plan cycle, and through consultation with staff, pupils and parents/carers, we have agreed, moving forward, key focus areas will be wellbeing, learning and teaching and attainment.
- Our Vision, Aims and Values continued to be embedded into the everyday life of the school.
- Working with our Attainment Advisor, we introduced SMART targets in our School Improvement Plan, which proved a more effective way of tracking and measuring progress

Performance Information

- SQA Examination results continue to be strong at all levels, with Insight data for S6 leavers showing 76% of young people achieved 5 or more SCQF Level 6 qualifications, on average this is 25% more qualifications than our virtual comparator.
- 44% of young people in S5 achieved 5 Highers at the first attempt, outperforming our virtual comparators.
- In S4, 68% of young people achieved 5 or more National 5 passes at A-C grade.
- Our average total tariff points for all young people in the senior phase is much greater than our virtual comparator.
- 98% of young people leave school to enter a positive destination, this figure is greater than our virtual comparator.
- National press analysis using key indicator data on SQA attainment placed Gryffe High School 5th in the category of 'most over performing secondary schools in Scotland'.

PUPIL EQUITY FUNDING

Pupil Equity Funding was used to continue to support strategic roles within our school, including Principal Teacher of Wellbeing & Inclusion with specific focus on young people in receipt of Free School Meals/Clothing Grant, those living in SIMD deciles 1-4 and care experienced young people. Our target group are supported to achieve success and positive outcomes in line with their peers. Our Attainment versus Deprivation performance for young people living in SIMD deciles 1-4 is greater than the national average at all stages – S4/5/6 in session 2021-22, and in some cases is significantly greater. In S4, young people from our lowest 30% SIMD outperformed their virtual comparators by 14% on average. In S5 and S6 the outperformance figures were 26% and 36% respectively.

Our School Improvement Plan focuses on national priorities including closing the poverty related attainment gap and we prioritised support for our target group of young people. Reflecting on feedback from our Parent Council and pupil surveys, we focused on Wellbeing through bespoke interventions for young people in our enhanced monitoring group. Our interventions included one to one mentoring with a key teacher and individualised attainment support with subject specialists, ensuring these young people were able to learn and achieve. Additional Literacy and Numeracy support was also invested to support learning across the curriculum for young people at risk of not attaining.

Where known financial barriers existed, families were given discrete support with school uniform, everyday learning materials and funding for school activities, removing barriers to learning and participation. Next session, we will have a designated Project Leader of Equity, who will work closely in supporting and tracking the attainment and achievement of young people who face these additional challenges in their learning and lives.

KEY STRENGTHS OF THE SCHOOL

- ★ Caring ethos, raising ambition and aspiration of young people and their families
- ★ Pupil tracking of attainment and achievement ensuring young people achieve their maximum through individualised interventions that are evaluated for impact
- ★ A highly motivated school community – parents/carers who support the school, staff who are highly committed and young people who want to achieve and attain
- ★ Leadership at all levels that empowers staff and young people to take on new challenges that develop their skills, knowledge and whole school contribution

OUR NEXT STEPS – PRIORITIES FOR 2023-24

We believe that we have made **excellent** progress during session 2022-23, the first year of our new 3-year improvement cycle and we will use the improvement priorities listed below to build on this progress moving forward.

- Continue to support the mental health and Wellbeing of all young people and staff in our school using planned universal and targeted support.
- Meet the needs of all young people in school, ensuring they receive the entitlements and supports that enable them to reach their potential, and upskill all staff on inclusive classroom approaches.
- We will further develop our Broad General Education S1-3 moderation work, to ensure greater consistency and quality in learning, teaching and assessment.
- Our learning and teaching group will drive our improvement through collaborative and collegiate working founded on evidenced based approaches.
- Embed our practice of Ready, Respectful, Safe across our school community for the best learning environment and upskill all staff on effective anti-racist approaches within schools
- Enable middle leaders to collaborate on school improvement through weekly time protected for meetings and strategic development work.
- Continue to support pupils on SIMD1-4, FME/care experienced/at risk to ensure they receive their entitlements and achieve their potential – Promise Keepers Commitment