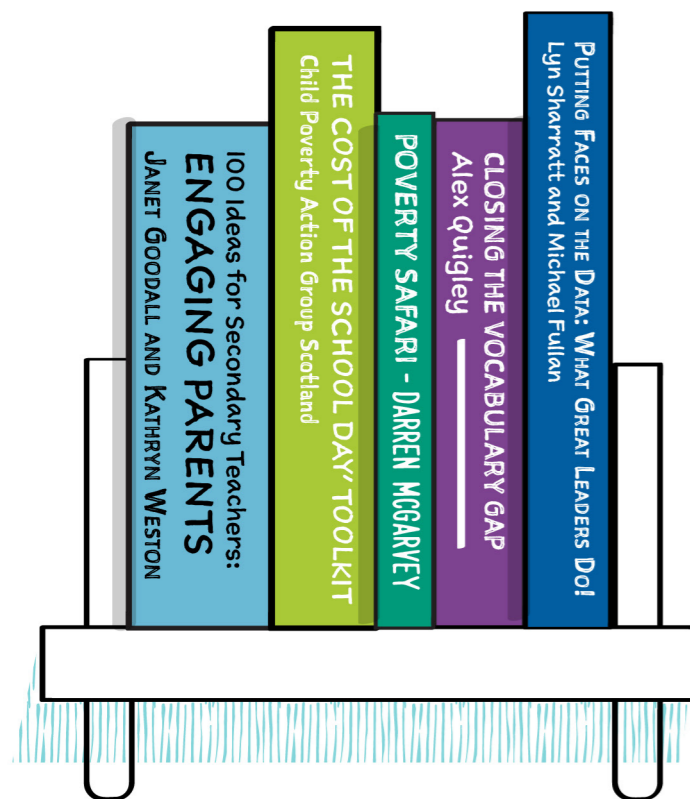


BLOG

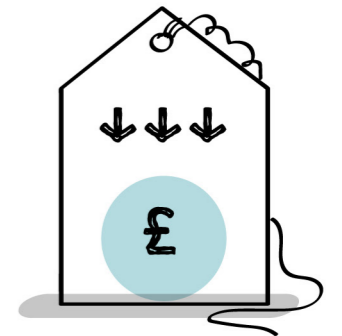
GLENROTHES HIGH SCHOOL
Bookshelf of Reading and Research



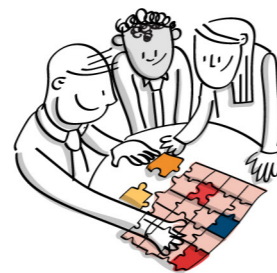
The socio-economic context of the town of Glenrothes changed following the closure of significant employers. In our analysis of this which included the use of local labour market information, self-evaluation and professional reading, we focused on HGIOS 4 Q.I 3.1 in "Ensuring wellbeing, equity and inclusion" and QI 3.2 "Raising attainment and achievement". These were a primary focus in our school improvement planning. We sought to reduce barriers to learning and embed our school's Vision, Values and Aims:

VALUES CARES*

"Aspiring to excellence and improving life chances for all."



*CONFIDENCE *AMBITION
*RESPECT AND RESILIENCE
*EQUALITY *SUCCESS



Aims = Caring Community, Celebrate Success, Excellent Learning Opportunities.

- A clear focus on raising attainment for all was critical in terms of bridging the poverty related attainment gap, improving literacy, numeracy and wider achievement.
- Barriers to learning and attainment were removed using the "Cost of the School Day".
- Family Learning research highlights that improving and increasing ways in which parents and families can be equal partners in their children's learning at home, school and in communities is crucial to raising attainment for all and closing the poverty-related attainment gap.

WE INTRODUCED THE FOLLOWING TO ENHANCE OUR SCHOOL PROVISION AND REACH ALL FAMILIES IN OUR COMMUNITY, INCLUDING THOSE LIVING IN POVERTY AND AT RISK OF NOT ENGAGING:

- Raising attainment for all strategy implemented.
- Nurture provision introduced and Nurture teacher employed.
- Clear focus on tackling poverty for families with support from partners.
- Devised a whole school Wider Achievement Strategy - Tracked participation in clubs and activities to identify pupils who were excluded

then targeted them e.g. F2I group who made their way to finals at Silverstone.

- Family Support Worker employed to support pupils and families at risk of exclusion.
- Social media and communications strategy introduced. This helped engage some of harder to reach families.
- Family learning sessions in maths, mental health and wellbeing and literacy.
- Created a reading culture with new library stock, a focus on reading for pleasure and improving reading comprehension, phonics and writing.

THE IMPACT HAS BEEN:

- We have successfully bridged the poverty related attainment gap, over time, in terms of Insight tariff scores and wider achievements.
- Removed the Cost of the School Day as a barrier to children and families living in poverty.
- Nurture bases are thriving - attendance has improved with almost all pupils engaged and developing social skills.

- Significant improvement in literacy levels and declarations within the Broad General Education (BGE) for almost all pupils.
- Almost all stakeholders felt communication improved and families were more engaged with the school.
- Overall improvement in BGE reading age.
- Almost all learners report GHS gives them opportunities to participate in clubs and activities.

Avril McNeill, headteacher