

Summarised inspection findings

Greenfaulds High School

North Lanarkshire Council

SEED No: 8357331

27 February 2018

School Name **Greenfaulds High School**
Council: **North Lanarkshire Council**
SEED number: **8357331**
Roll (Sep 2016): **1,272**

Attendance is generally in line with the national average

In February 2017 13 per cent of pupils were registered for free school meals

In September 2016 5 - <10 per cent of pupils live in 20% most deprived datazones in Scotland

In September 2016 the school reported that 18 per cent of pupils had additional support needs

The headteacher is in her third year in post. The school moved into a new building just over one year ago. At the time of the inspection a number of faculties were understaffed due to illness, bereavements or vacancies which are proving challenging to fill. There was also a shortage of resource in the school office. Senior leaders and staff across the school nonetheless show high levels of commitment to getting the best for the young people. They work together to find solutions to staff shortages where possible and to minimise disruption in young people's learning and progress whilst recognising this is not a sustainable long term solution.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

- There is a very positive ethos in the school based upon respect, ambition and inclusion. This provides an uplifting context in which to lead change. The school has implemented steps to confirm the vision and values that will underpin the work of the school and its improvement agenda. The engagement of young people and staff in this process reflects the commitment of the headteacher to ensuring that stakeholders are involved in shaping the future direction of the school. The process of becoming a Rights Respecting School has had a positive influence in determining the detail of the emerging school vision and values. Overall a greater degree of clarity is needed in how these will be confirmed and articulated.
- The headteacher has high ambitions for young people and is committed to improving the life chances for all learners. She is forward and outward looking and is well-supported by her senior leadership colleagues. As a result of the changing direction for the school, faculty heads feel more empowered to make decisions within their own individual area of the school and through this they contribute to school improvement.
- The school is inclusive in its approach and values the progress and welfare of all individual learners. Information about the socio-economic background of young people attending the school is effectively shared with staff. They show great commitment to ensuring positive outcomes for all learners. Across the school there is a very optimistic and positive approach to improvement in which the leadership of change is seen as a shared responsibility. Short-term working parties for example have been influential in promoting change in areas such as tracking and monitoring and improvement-planning. There is scope to strengthen the connections between the roles and responsibilities of the senior team and those of the faculty heads. This requires a clear leadership development strategy and increased robust professional dialogue focused on improving learning and teaching. A review of the remits of senior leaders is required to emphasise the strategic nature of these roles. At the moment their roles are not sufficiently aligned to school or national improvement priorities.
- Collaboration across the school is a positive feature. The engagement with a range of external partners and other schools has created opportunities for young people to benefit from a broad range of appropriate learning pathways. The high profile leadership role of the headteacher in establishing consortium arrangements for learning within the senior phase has benefitted learners at Greenfaulds High School and other establishments.
- The school improvement plan is focussed on the priorities within the National Improvement Framework and is well-matched to the ambitions of the school. Increasingly the improvement-planning process takes account of the social and economic context of the

school. The headteacher has effectively managed the pace of improvement and staff feel that the amount of planned change is challenging but manageable. Revised approaches to self-evaluation have seen greater cohesion between planning at faculty and whole-school levels. There is now a need to build on existing practice and ensure evaluation activities have consistency, rigour and authority in influencing improvement-planning.

- The recently implemented system to collate key information about learners' background, needs and levels of attainment provides a context for the analysis of data that can influence improvements in the school. It requires further refinement to ensure it supports staff to have a consistently reliable view of young people's progress. Along with a more precise approach to evaluating progress in priority areas this has the potential to support the school in becoming data-rich and able to plan and evaluate more confidently. Across the school procedures to analyse the details of attainment within the senior phase are more rigorous than for the broad general education (BGE). This interrogation of data supports effective interventions that will support further the improving of outcomes for learners.
- Staff benefit from increasing collaborative learning opportunities. Recent use of In-Service time supported staff to lead reflections on learning and teaching. This needs to be built on through more regular and varied professional dialogue about learning, teaching and assessment. Faculty Heads welcome the increased opportunity to meet as a group and compare and discuss aspects of faculty leadership and management.
- Staff speak positively about the encouragement that they are given to assume leadership roles in a diverse range of areas across the school. Several staff have been supported in their participation in local-authority-led leadership development programmes. To complement this positive context the school should consider ways in which leadership behaviours and qualities can be developed in a more strategic manner across all levels in the school. Wider referencing of the GTCS Standards for Leadership and Management outwith the Professional Update process would for example provide a context for reflection on leadership capacity.
- Teachers show commitment to increasing their knowledge and skills through engagement in professional learning. The high number of staff engaged with SQA developments and assessment procedures has a positive influence on outcomes for learners in the senior phase. Similarly, the voluntary engagement of a wide range of staff in learning to develop skills in inclusive practice is supporting the school's ambition to meet the needs and aspirations of all young people. Opportunities for wider learning experiences for young people are also enhanced through many staff pursuing voluntary professional learning that qualifies them to deliver learning programmes. Overall, to build on the range of existing strengths in this area, a refreshing of how professional learning is planned and evaluated should be considered by the school.
- There have been significant improvements in how the views of young people are encouraged and used to stimulate improvements in the school. Young people welcome the opportunity to reflect on their learning experiences in faculty areas. In a few areas this is complemented by a visible "You Said....We Did" process that assists in confirming how feedback from learners provokes a response.
- Young people in the senior phase enjoy a wide range of leadership opportunities including roles as subject ambassadors, sports ambassadors, and mentors in violence prevention. School captains and prefects also pursue high profile roles within the school. Additionally,

contributions by young people to groups such as the Rights Respecting Schools group and citizenship group are having a significant influence on developments that promote wellbeing across the school. The engagement of learners in S2 in the Youth Philanthropy Initiative offers them leadership experiences but across the BGE there is scope for a wider, planned approach to develop leadership and other skills for life, learning and work. This would support the ambitions within the school's improvement agenda and build on leadership experiences gained by learners at primary schools.

- Partners are highly positive about the school's welcoming environment and the flexibility of staff. The headteacher and SMT members have built a positive ethos and culture which is welcoming to partner organisations. However, collective sense of direction and purpose could be strengthened through providing more structured opportunities for shared self-evaluation and planning for improvement at a strategic level.
- **Implementation of Career Education Standard (CES):** There are effective arrangements for promotion of the Career Education Standards. The school's work with Skills Development Scotland (SDS) contributes actively to the development of pupils Career Management Skills. Many pupils benefit through participation in the online career tool My World of Work to inform them about potential career choices. Through this process they make use of relevant labour market information and are supported to understand career choice options which meet their needs and interests.
- **Implementation of the Work Placement Standard (WPS):** Arrangements for implementation of the WPS are underdeveloped. The school has developed purposeful and effective work placement experiences with a small number of employers, both local and national, where young people benefit from tailored work placement experiences. However, currently, only a few benefit from these experiences. The school recognises this and has included enhanced engagement in work placement experiences as an improvement action within the school improvement plan.
- **Pupil Equity Funding (PEF):** The school has a clear and succinct plan for PEF which includes staffing resource to provide strategic and operational direction to the school's work with targeted young people. The PEF team, which includes a Family Link Worker and youth Counsellor, has only recently been established but there is already a clearer focus on targeted interventions to improve transition experiences for identified young people and greater engagement with families of young people who struggle to attend and/or sustain engagement with school.

2.3 Learning, teaching and assessment

good

Indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

- Across the school at all stages, young people are benefitting from a highly supportive learning environment. Relationships between young people in class are very positive. They are respectful in listening to the views of others. Most young people report that they enjoy learning at school and that they feel comfortable in approaching staff with questions or suggestions. Young people's views are being gathered at departmental level through a range of surveys and focus groups. There is evidence of this leading to changes in practice. Information gathered in the course of inspection activities indicate that there is further scope to ensure that, all young people feel their views are listened to and taken into account.
- Almost all young people respond diligently to the learning that is planned for them. Most confidently ask questions and make contributions during lessons. The school should build on this to increase variety in the range of learning experiences offered and ensure greater consistency in the levels of pace and challenge experienced by the young people. There is scope to increase the opportunities for young people to work collaboratively in more open ended tasks to extend their motivation and further build confidence and skills.
- In most departments, young people receive a range of valuable feedback. This is more prevalent in the senior phase. In the best examples, this feedback supports young people very well to articulate their learning and identify their next steps. There is scope to further strengthen this aspect to ensure young people at all stages consistently benefit from high-quality feedback and regular learning conversations with their teachers.
- Most young people indicate that there is a wide range of activities offered in school beyond the classroom and timetabled day, which provide opportunities for wider achievement. There is evidence of young people leading activities which are having a positive impact on school ethos and the wider life of the school. When given the opportunity young people are showing that they are capable of accepting lead responsibilities.
- In most lessons observed, learning intentions and success criteria are shared and set the context of the learning. In a few instances, they are encouraging young people to reflect not only on the activity but also on what will be demanded of them as learners in, for example, working with others. Across the school, plenaries could be more effective by placing a sharper focus on the skills within the success criteria and making the most of all the time available for learning.
- In most classes, teachers offer clear instructions and explanations to which most young people respond promptly. Much of the learning, however, is aimed to the whole class with

little evidence of differentiation. In the majority of lessons, learners did not have sufficient opportunities to be actively engaged in learning as a result of too much teacher talk. While assessment is being used to measure the progress being made by learners, there is scope to develop further the use of formative comments to support young people in assuming greater responsibility for their learning.

- The school does not have a consistent approach to development of skills. In a few lessons, young people are developing their skills of analysis and evaluation through effective use of questioning by the teacher. This aspect of learning has already been identified by the school as an area for further development.
- Across the school teachers are using digital technology primarily to deliver key points of information. In a few curricular areas digital technology is being used effectively by learners to capture their experiences and enable them to analyse performance. There is scope for more creative, innovative use of digital technology to promote more challenging learning experiences, provide higher quality feedback and increase independent learning experiences.
- In terms of the overall quality of teaching, there are important strengths on which to build. The school now needs to establish a clear strategic overview of learning and teaching which ensures that agreed good practice is consistently experienced by all learners. This will support the school to secure a shared understanding across the school of what constitutes high quality learning experiences, and the actions required to be taken to affect change.
- The school has recently introduced a database which combines information on young people's level of study with relevant personal circumstances. This now needs to be used systematically to plan interventions including provision for higher attaining learners and for those experiencing barriers to learning including the impact of socio-economic disadvantage.
- In planning learning across the BGE, better use could be made of assessment information to support more differentiation to take account of young people's prior learning and ensure progression.
- Teachers are developing their confidence in using the new National Benchmarks, supported through moderation activities. Across departments, there a range of practices to assess and track young people's progress as they move through different stages. As teachers reflect on young people's progress, it is important to ensure that judgements are being underpinned by robust evidence which demonstrates breadth, application and challenge aligned to the national benchmarks and appropriate moderation.
- The recently introduced tracking and monitoring arrangements are at a very early stage of development. The school needs to secure an agreement on the areas being tracked within curriculum areas to ensure a meaningful overview of young people's progress. The benchmarks should be used to identify these key areas, with information being presented in a way that tracks young people's progress over time and takes due account of a broad range of evidence. Within the senior phase, this is bringing a sharper focus to discussions on progress. Young people are benefiting from negotiated target grades linked to their course of study. These are reviewed regularly and supported through learning conversations. Young people currently can speak about their targets in relation to their chosen course of

study. There, however, is a need to ensure that young people are aware of the specific action required to improve.

- Across stages, reports on young people's progress would benefit from a clearer focus on next steps. This will support young people and their parents in the action required to consolidate and extend their learning.
- Using all of the data being collated will support senior leaders in formulating a strategic overview of learning to ensure all young people make steady progress in their learning. For young people with additional support needs, gathering this information will support planning appropriate programmes of study and interventions which meet individual needs.

2.2 Curriculum: Learning Pathways

- A new curriculum model was introduced in 2016/17 to ensure that young people receive their entitlements to a BGE. The philosophy underpinning Curriculum for Excellence has been clearly communicated to stakeholders. The work of the curriculum rationale group has potential to further advance this across the school. They should continue to develop a shared rationale for the curriculum based on local and national advice, while taking account of local contextual factors.
- Senior leaders recognise that further clarity is required to dispel the notion that national expectations of entitlement means a common course for all young people. Working with middle leaders there is a need to further shift thinking away from progression being based on whole cohorts moving on at one point in time to young people being individually supported in making decisions about progress from third to fourth curriculum level. There is therefore a need for faculty heads to review how they plan for progression that allows learners to progress in different ways and at different rates to ensure they achieve the best they can from their BGE.
- Across S1 and S2 learning is planned using third and fourth Curriculum for Excellence level Experiences and Outcomes. On the whole, this provides appropriate pathways through the BGE into the senior phase for most young people. In S3, young people's learning in subjects is deepened, and expectations raised, with learning becoming more challenging across the fourth level Experiences and Outcomes. At times, learning is overly focused on, or led by, the more formalised assessment structure of National Qualifications. In time, as the BGE develops this should dissipate.
- Senior leaders are rightly considering and reflecting on current arrangements, such as subject choices at the end of S2. They are conscious that young people may discontinue with a subject following S2 then decide to pick it up again in S4. The school should ensure that all young people who enter courses leading to National Qualifications from different learning pathways have their prior learning taken into account and built upon successfully.
- Senior leaders have established and introduced a new school-wide tracking and monitoring system through the BGE. In moving forward, it is also important to strengthen curricular transition arrangements to ensure greater continuity and progression in learning that allows young people to build more effectively on prior learning. Staff could make better use of information provided to them from primary colleagues to more effectively plan learning, teaching and assessment.
- From S4 to S6, the school provides a commendable range of flexible learning pathways for young people. The senior phase offers clear progression pathways for all curricular areas and subjects. In recent years, the school has broadened the number and range of courses leading to National Qualifications. There are a range of qualifications from National 3 to Advanced Higher for young people. The introduction of new courses such as cyber security, legal studies, and dental studies is helping to meet the needs of particular groups of young people. Lateral progression routes are also available such as Higher Environmental Studies and Lab-skills.
- To meet the range of young people's needs, the senior phase curriculum has been effectively developed with partners including neighbouring schools, colleges and other

education providers. This ensures a broader range of progression pathways and access to a wider range of qualifications, including those with a direct application to employment. However, currently, vocational options are only available to S5 and S6 learners and therefore there is scope to extend this to S4. In addition, senior leaders acknowledge that uptake of vocational courses is low and therefore this area of the senior phase curriculum requires further development.

- The school has previously developed support materials for teaching numeracy across the curriculum and engaged staff in considering the skills young people should be developing across learning. The numeracy committee are aware of the need to refresh and add to these materials. They are also aware of the need to engage with all staff to improve consistency in classroom practice and maximise the impact of young people's numeracy skills in other contexts of learning. Young people's attainment in numeracy in the BGE is being updated annually and disseminated to all staff. Future plans should include developing a shared understanding of expected standards using National Benchmarks. This should be strategically managed and regularly reviewed by members of the senior leadership team.
- Literacy is being promoted as a whole school responsibility. Through professional reflection, staff are being encouraged in developing shared strategies. Young people's attainment in literacy in the BGE is being updated annually and disseminated to all staff. This draws on initial baseline assessments and reflects the level of young people's learning. It is also used as a vehicle to identify barriers to learning. Where young people have been identified as higher attaining learners, it is important to ensure that appropriate literacy demands are consistent across all curricular areas.

2.7 Partnerships: Impact on learners - Parental Engagement

- The recently appointed chair of the Parent Council is highly positive about the school. The Parent Council are supportive of the senior leadership team and feel that the headteacher, in particular, has had a positive impact in increasing the number of parents now actively involved in the Parent Council. They are increasingly discussing aspects of school practice and provision that have a more direct impact on young people. The chair is keen to further improve communication between the Parent Council and the wider parent body. We suggested that some digital solutions could be explored further building on the digital platforms already used by the Parent Council.
- Overall parents feel welcome in the school. Most are confident that if they raise a concern it will be responded to appropriately. A minority report some inconsistencies in approaches. The school is working to address this. Parents feel their children are happy in the school and that the school provides a very wide range of option choices and wider achievement activities which their children benefit from. However, they would like more information about their children's progress across the curriculum. There is a particular need for this in the BGE.
- Parents would value more detailed and more regular information about the school's approaches to assessment. They consider that an annual assessment calendar along with regular updates from faculties would be helpful. Where they already experience effective communication in this area they appreciate it greatly. They would like more information about how the school takes account of their views.
- Parents are enthusiastic about the opportunities they have to find out how to support their children's learning such as mathematics and PE. They would welcome the opportunity for further involvement in other curricular areas. Parents participate in the bi-annual careers event by providing information about their own career pathways, as well as by attending. They also attended an information session about the variety of pathways for young people such as Foundation Apprenticeships, college courses as well as university.

2.1: Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

- Very positive relationships between almost all young people and staff are evident in classes and social spaces. Young people feel that they have someone in the school who they trust and can turn to when needed. The new school environment creates a very positive climate for learning and provides young people with space to meet and socialise in at break times. Young people, particularly those with additional support needs, appreciate the access they have to a range of accommodation within the pupil support and support for learning areas and enjoy the daily breakfast and lunchtime clubs. This contributes to their feelings of being safe and secure in school.
- Through the work of the Rights Respecting School Group (RRS), the school has achieved a RRS bronze award. This has heightened awareness of the United Nations Convention on the Rights of the Child across the school community. The RRS Ambassadors, from across all stages, have established a charter to promote positive behaviour and relationships. In addition, they have produced a pupil friendly version of the school improvement plan which is clearly set out as a set of Promises. These young people work effectively with other working groups to promote and embed children's rights in all aspects of the life and work of the school. They have encouraged all young people and staff to show their commitment to the RRS by adding their hand print to the pledge plaid. Young people have a good understanding of rights and this results in young people demonstrating respectful relationships with their peers.
- Young people speak passionately about the interdisciplinary learning they experienced throughout the Syrian Refugee Week which was organised by the citizenship group. This has reinforced their commitment to the rights of children throughout the world and inspired further fundraising to support local and global charities. House captains and the S2 Youth Philanthropy Group have also become involved. These experiences have given young people a greater understanding of other cultures and drive to ensure that refugees now living locally feel a greater sense of belonging within the school and community.
- Young people demonstrate strong leadership and citizenship skills in the variety of roles and responsibilities that they undertake across the school. Those involved in the Mentors in Violence Prevention (MVP) initiative are making significant contributions to the personal and social development of their peers. They contribute challenging presentations to year groups at assemblies and provide inserts for the Personal and Social Education (PSE) programme related to social responsibility. They are taking the lead with plans to review the school's anti-bullying policy, seeking the views of all young people and staff. As a

result of their involvement in these activities, young people feel empowered to increasingly take on roles in supporting their peers.

- Young people, particularly at the upper stages told us that their PSE programme was not a vibrant, relevant and high-quality experience for them. Young people would benefit from pupil support staff working with them to review the PSE curriculum to explore how it could be improved.
- Senior Sports Leaders are using their skills effectively to offer extra-curricular activities to all young people helping to improve their physical wellbeing and participation levels. As part of the primary transition programme, they are delivering activity sessions to P7 children which are helping them to gain confidence and enjoy the new learning environment.
- The work of the Staff Health and Wellbeing School Improvement Group continues to promote a range of activities for staff and young people. The group has delivered workshops for staff related to aspects of Health and Wellbeing and specific additional support needs. Ongoing career-long professional learning is required to support staff in delivering health and wellbeing as a responsibility of all. Although staff are aware of the wellbeing indicators, these need to be used more overtly in planning learning and support to meet the needs of all young people.
- Young people are known and very well supported by their pupil support teachers, support for learning staff, the home school partnership officer and key partners associated with the school's Health and Wellbeing Resource Team. This team works collaboratively to respond to the needs of young people and provides a range of services and interventions which impact positively on their lives.
- Overall young people feel that they are treated fairly by others across the school. The school is proactive in challenging discrimination and celebrating diversity. The work of the equalities group on LGBT issues, although at the early stages, is helping to raise awareness, provide peer support and challenge perceptions within the school community. This is resulting in young people gaining confidence and valuing differences.
- The deputy headteacher with the overall responsibility for pupil support has a clear strategic overview and is highly committed to ensuring wellbeing, equality and inclusion of the whole school community. The principles of Getting It Right For Every Child (GIRFEC) underpin the work of the support for learning and pupil support teams to identify and address the needs of all young people including those who require additional support. Staff work effectively with a range of partners to offer individualised programmes and interventions which support young people's learning and improve their levels of confidence and success. Young people are benefiting from the wide range of targeted interventions.
- Partners are very positive about their interactions with the school. Lines of communication are clear and staff are solution focused in their support for young people. Outcomes for young people are improved as a result of this inclusive and collaborative approach to meeting their needs.
- Young people requiring additional support with their learning have access to a wide range of options, offered by support staff, when planning for choices and change. These courses and programmes offer accredited achievement and appropriate learning pathways through the senior phase.

- P6 and P7 children transferring to Greenfaulds High School from associated primary schools make a positive start to secondary education as a result of effective transition processes. Children with additional support needs benefit from effective extended transition arrangements, including a very successful summer school.
- Young people are not yet sufficiently involved in identifying and reviewing targets that will improve their learning and wellbeing. The school is currently in the transition process of moving from additional support plans (ASPs) to 'Getting it right for me' (GIRFme) plans which seek to address this.
- Support for learning and pupil support staff produce helpful pupil profiles for staff providing them with details of young people's interests, strengths and specific strategies to support their learning and achievement. These are highlighted at the start of term and made available online for staff to gain easy access. There is scope for subject teaching staff to improve their use of this information to support individual needs better in the classroom.
- Young people with additional support needs receive effective support in classrooms provided by additional support needs assistants who are working on a 'Symbolising the Environment' project to help young people familiarise themselves with the school building. Signs are helpfully displayed in English, Gaelic and Arabic to promote a sense of belonging in all young people.
- Overall, the school's approaches to ensuring inclusion and equality are supporting young people to achieve well. The recent appointment of a deputy headteacher through Pupil Equity Funding (PEF) is ensuring that targeted groups of young people are benefitting from a focus on health and wellbeing through improved learning, community and health partnerships. Also through PEF significant numbers of young people are participating in an innovative programme, PE Plus, which aims to improve social, mental and physical wellbeing. Although at an early stage, signs of improvement in attendance, participation levels and enjoyment are noted.
- Through Scottish Attainment Challenge funding, a mentor has been secured to provide targeted support to a group of young people. This work has a clear focus on closing any attainment gap existing between young people and their peers. A few young people receiving support reported positively on impacts such as improvements in attendance, confidence and self-esteem.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Attainment in literacy and numeracy

Broad General Education

- In 2016, by the end of S3 all young people attained third curriculum level in listening and talking, reading and writing. Most young people attained third curriculum level in numeracy. (*SSR- Teacher Professional Judgement Data*)
- In 2017, by the end of S3 almost all young people achieved third curriculum level in listening and talking and reading. Most young people attained third curriculum level in writing. Almost all attained third curriculum level in numeracy. (*School/LA – Teacher Professional Judgement Data*).
- The school is aware of the need to continue to strengthen assessment and moderation to ensure this data is valid and reliable. Teachers are developing confidence in using the National Benchmarks to assess 'achievement of a level'. They would benefit from further work with colleagues in other schools, including associated primary schools to strengthen their shared understanding of standards required to achieve each curriculum level.
- The school is increasingly data rich but staff are not using the available data to track young people's development in literacy and numeracy from P7 onwards as well as they could be. Young people's progress could be tracked more effectively using the base-line P7 data and increased analysis and interpretation of progression data by leaders at all levels.

Senior Phase Leavers

■ Presentation Policy:

In the years preceding 2014 comparisons against the virtual comparator (VC) are particularly affected by the pattern of early presentations for National Qualifications at SCQF level 4 and SCQF level 5.

- **Literacy:** The percentage of young people attaining literacy at SCQF level 4 or better and SCQF level 5 or better has consistently improved over recent years. In 2015 and 2016 almost all young people left school having attained SCQF level 4 or better through a course award. Most left having attained SCQF level 5 or better through a course award. The percentage of leavers attaining literacy at SCQF level 6 has improved over the past five

years with the majority of leavers in 2016 attaining at this level. The school performs in line with the VC.

- **Numeracy:** The percentage of young people attaining numeracy at SCQF level 4 or better and level 5 or better has continually improved over recent years. The percentage attaining SCQF level 4 or better as part of a course award rose by 10% to 85% in 2016 bringing the school in line with the VC. In 2016 attainment at SCQF level 5 or better through a course award dipped. However the school's performance remained in line with the VC. The percentage attaining numeracy at SCQF level 6 has remained in line with the VC over the past 5 years.

As they move through the senior phase

- **Literacy:** Each year since 2014 almost all young people attained SCQF level 4 or better as part of a course award in S4. In 2017 the school performed above the VC in this measure. The percentage attaining SCQF level 5 or better has fluctuated over the same period. In 2017 only a majority in S4 (64%) achieved this level and this brought the school's performance below the VC. However, attainment at SCQF level 5 or better as part of a course award has been significantly higher than or in line with the VC over recent years. By S5, in each of the latest three years, most young people attained SCQF level 5 or better. The percentage attaining SCQF level 6 has notably improved. In this measure the school has been in line with the VC over recent years. By S6, the school's performance is in line with the VC at SCQF levels 4, 5 and 6.
- **Numeracy:** Each year since 2014 almost all young people attained SCQF level 4 or better in S4. In 2016 the school's performance was higher than the VC. The percentage attaining this as part of a course award has varied with a peak of 91% in 2016 which then fell to 76% in 2017. Overall, the majority of young people attain SCQF level 5 or better in S4, however less than half attain this as part of a course award. By S5 the percentage attaining SCQF level 5 or better as part of a course award has not changed much over recent years. Less than half attain this. In 2017 this is below the VC. Performance at SCQF level 6 by S5 has declined over the most recent three years from 30% in 2015 to 27% in 2017 which is below the VC. 2016 and 2017 are the only years that the S6 attainment data is not affected by the early presentation policy. In these two years the percentage of young people attaining SCQF level 5 or better and at SCQF level 6 is in-line with the VC despite a slight dip in attainment in some measures.

Attainment over time

Broad General Education

- A whole school data-base is being developed to improve tracking and monitoring of young people's progress within all curriculum areas across the broad general education. Senior leaders should ensure this used effectively to provide an accurate overview of young people's progress and attainment over time. This includes working with faculty heads to ensure assessment approaches take good account of the *Guidance for using Benchmarks for Assessment, March 2017*.

Senior phase

Breadth and depth:

- **At S4**, the percentage of young people attaining five or more awards at SCQF level 4 or better has been higher than the VC in three of the last five years. There has also been improvement in the percentage attaining awards at SCQF level 5 or better at grade C or above and the school is now overall in line with the VC. The percentage of young people attaining five or more SCQF level 5 awards with grade A passes has remained fairly static over the past four years and is in line with the VC. The percentage of young people attaining seven or more awards at SCQF level 5C or better has been higher than the VC in the most recent three years. The school is aware of the scope to improve the quality of passes at SCQF level 5 for some groups of young people. To achieve this requires more rigorous use of tracking and monitoring data from S1 through to the senior phase and an improved focus on ensuring consistently high quality learning and teaching.
- **By S5**, the percentage of young people attaining seven or more or eight or more awards at SCQF level 4 or better has been significantly higher than the VC over the most recent three years. The percentage of young people attaining grade C or better in five or more awards at SCQF level 5 is consistently in line with the VC. In 2017 the percentage attaining seven or more and eight or more awards at this level is higher than the VC. In 2016, the percentage of young people attaining an A grade at SCQF level 5 dropped. This improved in 2017 but the school should continue to monitor this and ensure appropriate interventions to improve the quality of SCQF level 5 passes for some young people by S5. The percentage of young people attaining between one and five awards at SCQF level 6 at grade C or better has improved over the past five years. The school's performance is in line with the VC. The percentage attaining a grade A pass in one, two or three of these awards has also improved over the five year period although not consistently year on year. A minority of young people attain five awards at grade A. This is also in line with the VC although there is no pattern of improvement over time.
- **By S6**, the percentage of young people attaining between five and eight or more awards at grade C or better at SCQF level 5 has improved overall in the past five years. The school performance is in-line with the VC. The percentage of young people attaining A grades at SCQF level 5 is variable over the five year period, although overall in line with the VC for those young people attaining between one and five awards at this level. In 2017 the percentage of young people attaining grade A in six or more awards at SCQF level 5 dipped and was lower than the VC. It is important that the school continue to seek improvements in attainment at this level through a clear shared strategy for raising attainment for all. The percentage of young people attaining between one and four awards at SCQF level 6 at grade C or better has improved overall in the past five years and is in-line with the VC. However, the attainment pattern is not one of year on year improvement, indicating scope for further improvement at this level. In 2017 the percentage of young people attaining five or more and six or more awards at SCQF level 6 with grade C or above is lower than the VC. A minority of young people achieve awards at SCQF level 7. Performance at this level has sometimes been significantly below or well below the VC over recent years.

Overall quality of learners' achievement

- Young people benefit from a broad range of opportunities to learn and develop skills beyond the classroom environment. Staff regularly organise trips and visits to outside organisations including theatres and museums and geographical and scientific field trips to extend learners' experiences in subject areas and their broader social and cultural awareness. Groups of young people in the S6 have taken part in ambitious trips involving foreign travel including, for example World Challenge. Young people at senior phase are gaining leadership skills through acting as subject ambassadors and sports ambassadors. They provide support to their peers and advice to younger pupils. At a whole school level, digital technology is enhancing the learning environment through sharing and celebrating the wider achievements of young people with the wider school community.
- The Duke of Edinburgh's Award is well established in the school with high levels of achievement and participation. It is offered as a subject choice. Analysis of participation in the Duke of Edinburgh's Award by Scottish Index of Multiple Deprivation (SIMD) demonstrate higher than average levels of involvement from young people residing in areas designated as deciles 1 to 3 in SIMD. Overall participation levels have increased in recent years.
- Achievements are regularly celebrated including in daily projected displays in the school's open foyer area. Young people benefit from good levels of support to build on their achievements. Growing numbers are receiving accreditation and certification in a range of award bearing programmes. Overall, the school is working well to strengthen a culture of achievement and participation to broaden learning experiences for young people. Staff in the school have begun work to improve analysis of patterns of participation in order to better inform planning for improvement and to identify those at risk of missing out through taking part in few or no wider achievement activities.
- A few young people have gained valuable and extended work experience placements with the school's business partners. As a result they have gained experience and skills for work. There are examples of young people progressing to employment with the school's business partners.
- The Gaelic Medium Education department has established links with the community learning and development (CLD) team to offer accreditation through Dynamic Youth Awards for young people participating in community projects. An after school Gaelic Medium Education Drama Group has been established and has a regular attendance of around 15 young people. Through Film G, young people achieved a best film award. The Gaelic Medium Education department has planned to widen opportunities in skills for work through links with universities.

Equity for all learners

Attainment vs deprivation

- Using the SIMD for 2016, Less than 10% of young people live in SIMD deciles 1 and 2. The school population is spread across deciles 1-10, with the largest groups living in SIMD 5 and 9.
- Young people living in deciles 1 and 2 attain well compared to the national figure, although there is not consistent pattern of year on year improvement. In 2016 there was little difference between the average tariff scores of those in SIMD 1 and those in SIMD 10. This is partly due to the decile 1 score being above the national figure having improved over time, but it is also important to note a decline in the tariff scores of those in decile 10 over the past three years. The school is aware of the need to address this through a more focused raising attainment for all strategy working with parents, partners and young people.
- The Home School Partnership Officer has established strong partnership arrangements to provide achievement opportunities for targeted groups of young people and individuals referred through the GIRFEC process.

Destinations

- Over the past five years, almost all young people have entered a positive destination on leaving Greenfaulds High School. This is in-line with the VC. The percentage of young people going to higher education on leaving school is significantly lower than the VC in 2016 however, the percentage leaving school and entering employment notably increased in the same year. This measure is in line with the VC. In 2015, the percentage of school leavers going on to further education was significantly higher than the VC but dipped again in 2016. Over the past five years, almost all of the S4 cohort return to school for S5, with the majority returning for S6.
- School staff work purposefully with a wide range of partners to plan for transition and to positive destinations for young people beyond school. The school holds a well-attended bi-annual careers conference for all young people and parents. Traditionally this was attended by colleges and universities. More recently the event includes a range of local and national employers and apprenticeship providers. The event is attended by over 500 parents and young people and helps inform future career options and employment choices.
- School staff work collaboratively and purposefully with the SDS career coach to ensure that all young people benefit from Career Information and Guidance (CIAG) services. The SDS career coach provides advice and support to all young people and responds to individual needs where requested. SDS staff work collaboratively with school staff to engage and support hard to reach young people who have disengaged from school to support them to progress onto a positive destination.
- Over the past two years partnership working with local employers and agencies which support young people to maximise their potential has improved. The headteacher and her senior leadership team are highly committed to ensuring parity of esteem for all young people regardless of their chosen pathway and this is beginning to permeate across the school.

School choice of QI :2.7 Partnerships

- **The development and promotion of partnerships**
- **Collaborative learning and improvement**
- **Impact on learners**

- Partnership working in Greenfaulds High School is based on a strong commitment to inclusion and meeting the needs of a diverse range of young people to support their wellbeing and planning for choices in school and beyond. This is rooted in the school improvement plan and underpins the school priorities of improving young people's health and wellbeing, employability skills and sustained positive destinations for all young people.
- The school engages with a very wide range of partners to create partnership links in areas such as learning, transition, health and wellbeing and Developing the Young Workforce. There are partnerships which work well at whole school level, as well as within faculties/ departments. There are also partnerships which are designed to meet the needs of specific cohorts of learners. These partnerships widen the range of learner pathways, foster an understanding of the contribution of curricular areas to the development of employability skills and address identified health and wellbeing concerns. Partner organisations see the school as very flexible and responsive.
- Partnership work through the locality planning process has led to increased collaboration between secondary schools. There is improved planning, focusing on equity of opportunity for all young people in the senior phase, using the North Lanarkshire timetable schematic. This promotes breadth and depth of choice for all learners across the locality, leading to a wider range of Advanced Highers, college courses and wider achievement. There have been a few examples of collaborative learning for staff between secondary schools such as training to support parents to talk to their children about the dangers of drinking and driving. There is scope to build on this good practice to increase professional learning across partnerships which will improve outcomes for learners.
- The senior leadership team participate in regular meetings with the associated primary schools which have a focus on sharing intelligence and developing curricular links. Primary children attend events in Greenfaulds High School, such as the six week block of PE and planned events such as the Christmas science lecture. Joint working of primary and secondary staff further enhances transitions. Teachers from the school are increasingly planning transition experiences and joint learning. Primary headteachers report that children have increased confidence and feel more supported in going to secondary school. Secondary staff are supporting primary colleagues in 1+2 languages. Greenfaulds High School Ambassadors work in primary schools and gain Saltire awards. Primary headteachers also report that the work with young people to develop learner pathways is resulting in a targeted approach to work placements in the primary school. As a result, young people are getting increased support in planning their future careers from their placements in primary.
- The school collaborates well with the local college to provide a range of vocational experiences. College staff deliver woodworking and beauty programmes to young people across North Lanarkshire at workshops located within Greenfaulds High School.

- The SDS School Partnership Agreement (SPA) includes a range of activities which ensure that the CIAG service is appropriate and is delivered to all year groups. Effective progress is being made towards delivery targets for 2017-18.
- There are also a wide range of local business links and third sector links working in partnership with Greenfaulds High School. Partners have an initial planning meeting, where outcomes are identified and a joint course of action decided. This sets a framework for future working. The school recognises that a flexible approach to business partnerships is needed in response to changing business needs over time. A few partners provide work placements or internships. The school recognises that currently only a few young people are able to benefit from these experiences. As a result the school has included enhanced engagement in work placement experiences as an improvement action within the school improvement plan.
- Other businesses and partners support an extensive range of partnership working. This includes individual subject support, curricular inserts and contributions towards the achievement of qualifications and programmes in school. The school also works with third sector, CLD and local authority partners. The Home School Partnership Officer is part of the local CLD team and provides a strong link between the school and partner organisations in the local community resulting in a number of tailored learning opportunities. The CLD team work with partners to focus on priorities in the Local Outcome Improvement Plan, for example alcohol issues have been identified by NHS partners as a local priority. The team is able to work with the school and other partners to offer focused group work inputs on alcohol and substance misuse. Partner contribution to evaluation and planning for improvement has considerable potential to be further developed. The school has not yet engaged a broad spread of employer contacts who can actively contribute through this process and inform and shape school-wide improvement activities.
- The extensive range of partnership working is providing opportunities for Greenfaulds High School staff to lead on a wide variety of departmental and whole school initiatives for all year groups. Recent opportunities include Honor's Big Build, Dragon's Lair and a science, technology, engineering and mathematics visit to Prestwick Airport. There is scope to include these leadership opportunities in a more strategic approach to leadership across all levels in the school.
- The school has been very proactive in using partners to assist them in delivering the Gaelic Medium Education curriculum. This includes for raising young people's awareness of career-related opportunities for those who are fluent in Gaelic.
- Currently the school provides an audit document, which details the past year's partnership events. Going forward, the school would benefit from collating an overview of the wide range of partnerships and identifying which school priorities the partnerships are supporting. This will make clear where value is added and where and how outcomes are improving for young people.
- See also the theme Parental Engagement.

Quality of provision of Gaelic Medium Education. This contributes to school evaluations.

Context

Greenfaulds High School is North Lanarkshire Council's designated Gaelic Medium secondary. It has a staffing entitlement of 4.6 FTE. At the time of the inspection, there were staffing vacancies. The school has a Gaelic-speaking additional support needs assistant for Gaelic Medium Education.

1.3 Leadership of change

- The headteacher aims for Gaelic Medium Education to be embedded within the life and work of the school. She is taking important steps to recognise that Gaelic Medium Education is a unique and important feature of the school. The headteacher recognises her pivotal role in securing the best outcomes for Gaelic within the local authority and nationally. She works closely with an acting principal teacher (PT) who is charged with leading Gaelic Medium Education across all aspects of the school. As yet, the school is to develop the remit of the PT to take forward the demands of Gaelic Medium Education as required in new legislation. There are some aspects of the distinctive elements of Gaelic Medium Education for which the school is still to have an overview. As a team, the staff for Gaelic Medium Education are using the flexibility afforded by Curriculum for Excellence to increase the proportion for young people of learning through Gaelic. Stakeholders feel that there is scope for further integration of Gaelic Medium Education within the school. This may be achieved by continuing to increase the prominence of Gaelic within key aspects of school life. This may include for example vision, values, aims and curriculum rationale.
- The strategic planning for improvement takes account of Gaelic Medium Education as part of whole-school projects and the education authority's priorities from their Gaelic Language Plan. The departmental improvement plan gives a more specific Gaelic Medium Education focus. Overall, the leadership of change in Gaelic Medium Education would benefit from being more robustly based on self-evaluation. This should include the use of bespoke Gaelic Medium Education self-evaluation materials such as The Advice on Gaelic Education.
- The staff in Gaelic Medium Education have good links with other Gaelic Medium Education provisions to share practice and jointly develop resources. They contribute to national organisations through SQA duties. There is scope to continue to link professional learning more closely to support staff in their roles for Gaelic Medium Education. This should ensure that they have access to professional learning on leadership of Gaelic Medium Education and language input which assists them with very specialist terminology required to deliver through the medium of Gaelic. In respect of those in English medium education, it would be beneficial to provide professional learning on Gaelic Medium Education so that they can play their full part in meeting the needs of the young people in Gaelic Medium Education.

2.2 Curriculum: Learning pathways

- Staff in Gaelic Medium Education show a high level of commitment to providing a range of opportunities through the medium of Gaelic across the four contexts of the curriculum. In so doing, they work flexibly and with a number of subject arrangements. The school has

had challenges with regard to staffing their Gaelic Medium Education provision. During these challenges, staff for Gaelic Medium Education are committed to maximising their skills and qualifications to provide, as far as possible, continuity of experience. They have extended their use of digital technology to make learning resources available to young people. A useful next step would be to explore how digital technology may be used to deliver learning in Gaelic Medium Education. Current staffing shortages are curtailing the further implementation of the school's vision for providing more of the curriculum through the medium of Gaelic.

- Young people have some understanding of the rationale of features of their Gaelic Medium Education curriculum such for immersion and bilingualism.
- In the BGE, young people's Gaelic Medium Education offer includes literacy and Gàidhlig, social subjects and French. In the senior phase, Gaidhlig is available across levels. Young people may study N5 Eachdraidh (History) and Cruinneòlas (Geography). They may participate in after-school clubs, such as drama, as well as other opportunities for personal achievements. Not all young people, as they move through the BGE are receiving their entitlement to Gaelic Medium Education. In a few cases, this is as a result of young people deciding not to continue with Gaelic Medium Education.
- The school is yet to track, as individual young people move through the school, the proportion of each individual's curriculum that is available through Gaelic. It would be useful to use this data to raise young people's awareness of how they maintain their fluency both through in- and beyond-school opportunities. Tracking should include young people who may not be in Gàidhlig language courses due to specialising in other areas of the curriculum. Staff should analyse why some young people are discontinuing with Gaelic Medium Education and encourage them to be continuing within this medium of learning. For those who have discontinued but are still at Greenfaulds High School, they should be involving them in activities which help them maintain their fluency in the language.
- The arrangements for timetabling involve some extraction from other subjects. It would be beneficial to engage with parents in regular discussion about the rationale for how this is managed. As appropriate, and while respecting the distinctive elements of Gaelic Medium Education, the school should review how contexts from extracted subjects may be further embedded with Gaelic Medium Education programmes.
- Staff in Gaelic Medium Education have been very proactive in using partners to assist them in delivering the Gaelic Medium Education curriculum. This includes raising young people's awareness of career-related opportunities for those who are fluent in Gaelic. It would be beneficial for young people to be more aware of the benefits of bilingualism for economic, educational and social purposes. There are very strong examples of young people leading Gaelic Medium Education -related learning experiences for their peers. Some of the partners with whom the school work are able to bring a high level of professional expertise to young people's learning. This includes professional musicians and actors.
- Staff would benefit from having access to translation and proof-reading services to reduce bureaucracy and workload. This may also be a way of increasing the visibility of Gaelic in school's life and work.

- The school should strive to ensure that an increasing number of young people see Gaelic as an integral part of their progression pathway in the senior phase. With the support of their full complement of staffing, they should continue to build pathways in which young people's learning in Gaelic Medium Education has recognition through National Qualifications, awards, employment-based learning, college-based learning and third-sector training within the senior phase.
- As the school revisits its whole-school curriculum rationale it should articulate clearly how Gaelic Medium Education is taken forward as a context of their school. For those in English medium, this should detail how young people's understanding and informed attitudes towards Gaelic will be developed. A step towards this is the school's introduction of Gaelic (Learners) as part of a 1+2 Approach to Languages. This is yet to become an embedded part of the curriculum with pathways to National Qualifications at the senior phase.
- Senior leaders should continue to build the Gaelic Medium Education curriculum. In so doing, they should make use of such documents such as Education Scotland's Advice on Gaelic Education.

2.3 Learning, teaching and assessment

- Across stages, almost all young people are enthusiastic in their learning. They enjoy very positive relationships with staff. As a result, almost all are confident, willing to adopt leadership of learning roles and keen to ask questions to further their learning. They independently speak Gaelic to share their learning. In class, teachers make very good use of Gaelic for immersion. Young people are ready for a better-paced and more challenging approach to increasing their vocabulary. This includes supporting them with new vocabulary to reduce their use of English in Gaelic communication. Young people would benefit from more opportunities to discuss their progress. Feedback to them should advise on improving Gaelic language skills, as well as that of the subject that they are learning.

2.7 Partnerships - Parental Engagement

- Parents value teachers' commitment in providing a range of experiences through the medium of Gaelic. Parents of young people in Gaelic Medium Education are represented on the Parent Council. They feel that this helps them raise the profile of Gaelic Medium Education within the school. It also gives them a way of working with the school on issues that concern them. Parents have recently been asked for their views on Gaelic Medium Education matters. They have been advised of resultant actions.
- Parents expressed concern that their children experience times when the Gaelic Medium Education offer is reduced through staffing shortages.

3.1 Ensuring wellbeing, equality and inclusion

- The school recognises that they have still to use the new legislation for Gaelic Education to ascertain their compliance. There is much for them to celebrate in the ways that they are already meeting some of the requirements. In taking this forward, it would be good to make the Gaelic ethos more tangible across the whole school. There is an inclusive approach to the delivery of Gaelic within the Department. The outcome of this is that young people have a very strong sense of identity and pride in their Gaelic language. To build on this, the school should continue to take steps to include Gaelic, and learning about Gaelic language and culture within the English medium stream.
- Young people benefit from receiving support from a Gaelic Medium Education Additional Support Needs Assistant. There is not yet sufficient communication between the teachers of Gaelic Medium Education and those delivering support. This would raise an awareness of young people's support targets and ensure more engagement with them.

3.2 Raising attainment and achievement

- In our sampling of young people's language skills, we noted good levels of fluency in most cases. There are ways that fluency could be enhanced by having more of the curriculum in Gaelic, developing a consistent approach to improving accuracy of grammar and by extending young people's Gaelic vocabulary. As part of the national collection of levels for Curriculum for Excellence, the school should ensure that they are returning Curriculum for Excellence levels for Gaelic Medium Education. Less than half the cohort who have studied Gaelic Medium Education in the BGE continue with Gàidhlig, or a subject through Gaelic, in the senior phase and achieve a National Qualification. At S4, in the latest two years, all those who were presented for National 5 Gàidhlig have achieved the course. Teachers should use this data to see how they can better build on prior attainment as young people move to Higher.
- Young people are building an awareness of the skills that they are developing as a result of taking part in opportunities for achievement. The school's Gaelic music group is about to release a Christmas single in which they perform a Gaelic song. Young people successfully represent their school in national competitions such as in producing films as part of Film G. Young people have had their skills in singing recognised at national Mòds. With the support of North Lanarkshire Council's Learning Unit, young people have developed a range of skills from their participation in a drama club while enriching their fluency in Gaelic. Dynamic Youth Awards are beginning to be used to recognise young people's achievements in drama. Young people develop their leadership skills by supporting their peers in Gaelic Medium Education by being Subject Ambassadors. Others lead activities within clubs.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91% – 99%
Most	75% – 90%
Majority	50% – 74%
Minority/Less than half	15 – 49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

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