Standards & Quality Report

As a community we grow

RAISE THE BARR

Barrhead High School

Standards and Quality Report 2024-25

Context of the School

Vision, Values and Aims

Vision

- The vision for Barrhead High is 'raise the barr' 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.

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.

Values:
Resilience
Excellence
Supportive
Participation
Equity
Confidence
Teamwork

Aims

- We want our young people to be 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.

Our School

Barrhead school roll averages out annually around 624. Our teachers and non-teaching staff are all committed to making Barrhead High School a safe and welcoming environment for our pupils. The Senior Leadership Team consists of the Head Teacher and three Depute Head Teachers. Barrhead High School has a strong, active and supportive Parent Council. The school serves the Barrhead area of East Renfrewshire and our 3 associated primary schools are Carlibar, Hillview and Cross Arthurlie.

Improvement Plan Priorities

School priorities:
1. Build system capacity to support continuous improvement.
2. Improvement in young people's health and wellbeing.
3. Learners experience consistent, high quality learning and teaching across the school.
4. To raise attainment levels across all curricular areas and to narrow the poverty related attainment gap.

Method of Gathering Evidence

The evaluative judgements made throughout the Report are based on evidence gathered from the following sources:

- Analysis of SQA, CfE TJs and Standardised Test attainment data at both school and Cluster level
- Analysis of other key performance data e.g. attendance, exclusion, School Leaver Destinations
- Evaluation of performance against ERC targets
- ERC CIVs
- Monitoring of learning and teaching, attainment and achievement by staff and pupils
- Benchmarking the quality of work with schools of similar characteristics - Insight, EMIS, Databases
- Learners' evaluations of their experience & evaluations of pupil experiences
- Whole school/departmental and SLT self-evaluation
- Focus group discussions with pupils, parents and staff
- Information from partners such as Educational Psychologist, Social Justice Manager, partner agencies including Vocational, SDS, CLD and Social work
- Consultation with our Student Council & Parent Council
- Meetings with staff: individually, to discuss departmental issues; in groups, to evaluate our performance
- Self-evaluative strategies, including Review and Development, used in departments at individual and team levels
- SLT meetings and PT link meetings
- Staff peer evaluation - Quality Assurance & self-evaluation for self-improvement calendars
- Moderation at school, cluster, authority and inter-authority/national levels
- Surveys carried out with staff, pupils and parents & ERC
- Regular meetings between Head Teacher and Teachers' Professional Representatives
- Systematic reviews of School and Faculty Improvement Plans
- Systematic use of HGIOS4 and HGIOURS self-evaluation documentation

East Renfrewshire COUNCIL

How good is our leadership and approach to improvement?	
How good is our leadership and approach to improvement? **(1.1, 1.2, 1.3)** Evaluation: **EXCELLENT**	

NIF Priority	School Priorities
NIF Priority 1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children 3 Improvement in children and young people's health and wellbeing 4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people	**School Priorities** 1. To ensure effective leadership and management of the school community
NIF Driver(s) 1 School leadership 2 Teacher professionalism 5 School improvement	**Local Improvement Plan – Expected Outcome / Impact** 3 Excellent Experiences

Progress, Impact and Outcomes

1.1 Self-evaluation for self-improvement

All staff have participated in CLPL on the use of data to evaluate processes and identify priorities, inform planning, understand progress, and identify next steps and to measure the impact of interventions and approaches. This was followed up with clear guidance on how to turn factual statements and supporting data into evaluative judgements based on the information available. Staff reported they are more confident in their interrogation of data to support forward planning and in writing evaluative statements.

We piloted a new online quality assurance template designed for recording learner observations. The new template allows us to capture a range of quantitative and qualitative data regarding the quality of different aspects of teaching and learning while supporting our new learner observation programme. To ensure a consistent approach to the evaluation of learner observations, SLT and faculty links conducted collaborative learning visits where observations were discussed and evaluations agreed. Faculty heads repeated this process with each faculty member. This new process is a more manageable approach and its implementation has helped to ensure all practitioners have a shared understanding of what an excellent lesson looks like. Our approach to quality assurance has been shared with other schools as an example of good practice.

ERC's visiting collaborative improvement team recognised key strengths during their visit to the Modern Languages department; in particular how questionnaires, focus groups and the rigorous analysis of data provided a stimulating and engaging learner experience. The team found a range of creative approaches were being used to provide variety and maintain interest in BGE lessons, including practical activities, oral drilling, games and crafting activities. The feedback from the visit highlighted the level of support available for learners to learn at their own ability level and saw strong examples of effective scaffolding to support gradual progression in talking and writing skills. The faculty will continue to build on this strong practice.

To ensure the views and opinions of all science learners were fairly represented, each BGE class voted for one representative to serve as their science ambassador. This approach aimed

to ensure that learning and teaching met the diverse needs of all learners. As part of this initiative, S3 Science Champions organised termly meetings with the group and the faculty head; where pupils completed targeted questionnaires and participated in focus group discussions. Based on feedback from these focus groups, adjustments were made to the BGE science curriculum, shifting the focus towards more practical investigations and reducing the amount of extended writing. As a result of actions taken, surveys indicate that learner engagement in science has increased from 65% to 90%, while learners ' confidence in the subject has improved from 66% to 82%. Overall, these adjustments have led to a positive shift in the faculty's approach, with enhanced participation and confidence in science.

Comprehensive self-evaluation, incorporating current assessment analysis and learner feedback, has led to the implementation of technical design into the S2 Drama curriculum. The Drama curriculum now offers a broader range of options to better meet learner strengths and interests. This approach has also led to a notable improvement in the attainment trajectory for S2 Drama, enhancing engagement and motivation of learners.

The Social Subjects collaborative improvement visiting team reported that the faculty engages in: 'rigorous and well-planned self-evaluation which leads to improvement.' A "You Said, We Did" approach is utilised to seek the views of learners and act on them. Pupil questionnaires are routinely conducted and teachers regularly ask for feedback. This feedback informs the social subjects curriculum (e.g. Barrhead Then and Now) and pedagogy. Most learners (90%) agree they are given opportunities to influence what and how they learn and almost all (94%) agreed their teacher listens to their views and takes them into account.

To help improve joint planning between the CLD service and Barrhead High, CLD staff and Barrhead High took an active role in a West Partnership Collaborative Enquiry exercise. The enquiry focused on youth work and school partnerships and was supported by YouthLink Scotland. We developed a shared planning tool, which helped to strengthen practice and allow for a more joint focus on outcomes for young people. Improved approaches to measure and demonstrate impact were also included. The CLD offer in Barrhead High School progressed from providing a universal learning offer of personal development programmes and group work, to a model that was more needs led. As a result, the school and CLD staff developed a systematic plan to help deliver a learning offer and targeted youth work that was current, bespoke and of consistently high quality. The sector leading enquiry was captured by Education Scotland and shared nationally.

Next Steps
- Design a coaching CLPL programme for all staff to enhance the peer visits programme and reflect on learning.

1.2 Leadership of Learning

Professional engagement and collegiate working

Senior leaders are enhancing the capacity of staff and acknowledging their diverse skills and talents. Teachers have assumed a wide range of leadership roles, such as the training of student teachers and newly qualified teachers; ensuring they receive robust support and develop effective pedagogical practices, and as data champions; enabling their colleagues to critically analyse and interrogate data to inform and drive improvements. Similarly, teachers seeking to add to their leadership experience, took on the role of Curriculum Ambassadors, providing invaluable opportunities for learners to contribute to curriculum reform and to advocate for enhanced learning experiences. Furthermore, Care Experienced young people within Barrhead High were provided with dedicated support from a teacher whose leadership

facilitated vital access to necessary resources and encouraged care experienced learners to share their unique experiences with the school community. Consequently, 43% of staff engage in broader leadership roles beyond their defined responsibilities, with an emphasis on leading learning initiatives. This reflects our investment in professional development and collaborative leadership, ultimately driving improvements in outcomes for young people.

Senior leaders employ a variety of strategies to facilitate professional learning to create an environment where staff can learn collaboratively: all teachers are encouraged to attend middle leadership meetings, while middle leaders are regularly invited to participate in senior leadership meetings. This inclusive approach has resulted in clarity and improved collaborative efforts. Furthermore, all teachers have had the opportunity to engage with school leaders through the curriculum improvement cycle webinars. These sessions allowed for discussions on proposed changes and reflection on their impact to inform strategic planning. Additionally, teachers have participated in professional dialogue through a reading group aimed at supporting the implementation of the leadership strategy. As a direct outcome of these initiatives, we are taking proactive steps to build capacity at all levels to deliver high standards for all.

There is evidence of strong leadership of learning by staff at all levels and in a range of contexts. The senior leadership team, alongside the PT Development Curriculum, PT Science, and the sustainability lead, have made significant contributions by presenting both nationally and locally. Their efforts in sharing best practice have focused on key areas such as interdisciplinary project learning, learning for sustainability, careers education, the attendance matters approach, effective transitions, and health and wellbeing.

Staff share a responsibility for Continuous Professional Learning and Development. An article or research is shared prior to faculty meetings, for example in maths, social subjects and expressive arts, highlighting a specific aspect of the Faculty Improvement Plan. All staff are now engaged with improvement priorities with all reporting that the focus helps provide consistency across the faculty, for example: in adaptive teaching, SOLO taxonomy and 'premier seating'. This has led to greater professional dialogue, evaluating and sharing good practice.

Impact of career-long professional learning

Teachers have worked collaboratively to reinforce their understanding and implementation of national policies. Five teachers are actively involved in curriculum improvement cycle networks. Discussion with colleagues across Scotland, through a series of co-design sessions, has led to identifying effective practices and areas needing improvement. Teachers involved in the initiative have explored options and potential solutions for changes while gathering feedback on emerging proposals. Lead teachers have subsequently provided feedback to the wider staff, supporting with the planning of future national curriculum changes.

Two Curriculum Principal Teachers have also completed the 'Improving our Faculties' West partnership course. The course involved using evidence and enquiry to drive change and improve learning and teaching: the PTs involved shared that the opportunity had enhanced their leadership and led to changes in their faculties. The engagement in these initiatives demonstrates a strong commitment to leading learning and fostering systems-wide leadership.

Our commitment to promoting creativity and collaboration among staff has been pivotal in evaluating and enhancing our curriculum. All Curriculum Principal Teachers actively participated in the ERC Curriculum Leadership Event: a professional learning opportunity that facilitated collaboration across the authority with a focus on curriculum design. This engagement allowed PTs to revisit key national and local policy documents, equipping them to lead strategic curriculum development effectively within their faculties. Collaborating with

practitioners from other schools provided valuable insights, enabling PTs to return to Barrhead High with fresh perspectives and innovative ideas to inform practice.

PSA empowerment continues to be a priority for the Support Faculty: this session members of the team attended Advanced Trauma in Mind training via Healthier Minds, securing their skills in supporting learners with complex needs to feel safe and included at Barrhead High School. Our PSA team also attended the ERC PSA Conference which took place at Hampden Stadium. Staff identified workshops which targeted their development needs and interests, including: The Circle Framework, neurodiversity, support for ESOL and promoting positive mental health and wellbeing. The event was a success, valuing the vital work of our PSA team and providing opportunities to both enhance skills and share best practices.

Children and young people leading learning

A group of 15 learners formed an AI task force to investigate the potential of AI. The group met weekly and established partnerships with West OS and Glasgow University who assisted the learners to *lean-in* to generative AI. The task force, together with teaching staff and a professor of emerging technology from Glasgow University, led practical professional learning for all teaching staff with a particular focus on Magic School (an education based AI platform). The task force also presented to parents, elected members, and Glasgow University staff on the progress made engaging with AI. All staff were further supported in AI through the school Learning and Teaching group, while learners from the task force supported their peers through input in pastoral and through timetabled study support classes: the majority of learners reported that they used and valued the use of AI as an additional learning tool. All staff are aware of the potential benefits of AI and there is strong evidence of skilled practice emerging: for instance in Business, Administration and Computing faculty, where AI has been used to develop retrieval and revision practice; in PE where AI has been used to model responses for learners and in Maths where AI has been used as an effective adaptive teaching resource. Parents of learners in the senior phase were supported to embrace AI and Magic School through a digital N5 Home Study Support resource. Members of the AI Task Force were invited to the opening of Glasgow University RIG (Reality and Immersion Glasgow) where they presented to and audience, including the Vice Principal of the University, where they were commended by the University staff and partners. The task force was recognised at ERC level through a convener's award for research and enquiry into AI.

S2 Learning Ambassadors were given the opportunity to design and lead their own enquiries supported by staff. Learners conducted research through questionnaires, focus groups and interviews based on approaches from HIGOURS. Researching themes such as: extracurricular clubs, retrieval practice and home learning; learners interrogated their data and shared key findings with faculty heads. This initiative has improved engagement and confidence amongst all who took part, contributing to 97% of learners across the school responding positively that, '*my school is helping me to become confident'.* Many faculties, including Social Subjects, have implemented recommendations from retrieval practice research and have included relevant actions in their FIPs. Feedback from learners has highlighted a sense of pride in their achievements and acknowledgement of the impact of their research on faculty planning.

Learner voice continues to shape change in the BACs faculty. S3 Curriculum Ambassadors have been leading focus groups in collaboration with departmental staff. The ambassadors created focus group questions, helping to build their capacity to lead change. Staff have reflected on the findings and have implemented changes in response, including: more

scaffolding to support learning; more varied starter tasks including wordwalls and blookits to recap prior learning and more "pit stops" to check for understanding of success criteria.

S4 Music Technology learners recorded tutorials for BGE learners to respond to learner voice and develop essential skills for learners. The initiative has significantly improved learner engagement in the pilot group participating in a Music Technology taster course. Learners reported that the resources were accessible and the peer-led instruction was clear. This initiative not only demonstrates the effectiveness of collaborative learning but also highlights the potential for peer teaching to enhance outcomes.

A team of 15 S3 learners, designated as Language Ambassadors, have collaborated effectively to enhance and promote language learning throughout the school. Their initiatives include supporting S1 learners in the Cultural Connections project, organising a French café, and facilitating cultural workshops during the S1/2 Day of Languages. Additionally, they contributed to the S1/2 Languages Week Scotland celebrations, highlighting the importance of multilingualism, and gathered feedback through Focus Groups to assess S3 learners' experiences in terms of enjoyment and challenge. The positive impact of their leadership is reflected in survey results, showing that nearly all learners reported increased engagement in language studies.

Next Steps

- Staff work collaboratively to strengthen their understanding and implementation of learning for Sustainability.
- 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.
- Reflection opportunities in the senior phase to challenge young people to take responsibility for their own learning and progress.
- Develop staff and learner expertise in AI with a particular focus on ASN, EAL, adaptive teaching & homework.

1.3 Leadership of Change

Strategic planning for continuous improvement

Senior leaders continue to guide the pace of change, providing regular updates on the direction and rationale for these changes through whole-school meetings and bulletins. Adjustments to the format of senior leadership meetings have also facilitated consistent updates on progress to monitor and evaluate the impact of changes.

Our school community is actively engaged in transforming our shared vision into a sustainable reality. Learners are effectively supported in understanding the aims and values of this vision through our curriculum, including interdisciplinary project learning and various leadership opportunities. Regular assemblies serve as a vital platform for reflection on our daily actions aligned with school values and provide a platform where we celebrate our successes in embodying these values.

Implementing improvement and change

All learners in S2 and S3 participated in the Humanutopia programme with a focus on empowerment, where learners are supported to initiate positive changes in their lives. All learners had the opportunity to serve as peer mentors for P7 and S1 students, ensuring that

all young people receive essential support during their transitions. 89% of learners who trained to be Heroes reported that they are enjoying the programme and that their confidence has increased. Participants are acquiring crucial skills needed to make meaningful differences in their own lives and the lives of others. The focus on active participation has enhanced our nurturing environment where young people support and inspire one another.

S3 learners have continued their engagement with partners, including architects and the planning department, to articulate their vision for the Brighter Barrhead project, which aims to create a 25-year masterplan. Throughout this process, learners have consistently voiced their opinions on key areas such as the town centre, housing, green spaces, and community services, ensuring that future projects align with the needs of residents and stakeholders. As a result, our young people are becoming more confident in sharing their voice to lead change and have developed their creativity through these collaborative efforts.

The Curriculum Ambassadors are playing a pivotal role in planning and implementing changes across the curriculum. Their efforts include: facilitating focus groups that capture learner voice, engaging in discussions with teachers to explore potential curriculum changes and devising interdisciplinary learning projects. For example, in Science, learner voice led to increased practical lessons in the curriculum, and in Social Subjects learner voice led to further outdoor learning opportunities. Learner contributions through Curriculum Ambassadors, are leading to measurable improvements across the curriculum, aligning with learner feedback and enhancing engagement.

S6 learners have had opportunities to enhance their leadership skills and achieve the Level 6 Award. They have planned whole-school improvements during their weekly leadership mentoring sessions in collaboration with staff to develop critical thinking. For example, the Sustainability Ambassadors have improved the outdoor learning area to encourage its use for learning and teaching and improve wellbeing. The Young Enterprise Ambassadors worked collaboratively to gain real-world experiences that introduced them to the realities of the workforce. STEM Ambassadors organised events for our learners to promote the Barrhead capacities, including a lunchtime science club, robotics club, and planned and delivered an inclusive Lego engineering event in Carlibar Communication Unit for learners with complex needs. Consequently, S6 learners have developed a deeper understanding of leadership, and have implemented improvement priorities to improve experiences for all.

Learner enquiry is a regular feature of our approaches to self-evaluation. S2 learners trained S1 peers to participate in research aimed at improving Barrhead High. Learners had the opportunity to implement change with support from staff. For example, our young people collaborated with the Active Schools Coach to consult with primary learners about extracurricular activities, subsequently reviewing our offer to better respond to their feedback. Learners also identified study skills as a concern for learners preparing for assessments. In collaboration with teachers, the learners requested study skills to be implemented as part of learning and teaching. The impact of homework on learning was also investigated and the findings shared with the science faculty to inform their policy and approach leading to homework that was more engaging. In summary, all S1 learners were encouraged to find and express their voices to contribute meaningfully to school improvement.

Next Steps

- 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.

How good is the quality of care and education we offer?	
(2.2, 2.3, 2.4)	
Evaluation: VERY GOOD	
NIF Priority	**School Priorities**
1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children 4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people	2. To offer learning provision of the highest quality
NIF Driver(s)	**Local Improvement Plan – Expected Outcome / Impact**
2 Teacher professionalism 3 Parental engagement 4 Assessment of children's progress 5 School improvement 6 Performance information	1 Everyone Attaining 2 Everyone Achieving 3 Excellent Experiences

Progress, Impact and Outcomes

2.2 Curriculum

Development of the curriculum

During designated faculty curriculum design days, staff revisited and updated their initial curriculum audit, identifying strengths and areas for further development. This evidence-based approach ensured a focused commitment to ongoing curriculum enhancement, resulting in increased creativity and innovation. Noteworthy developments included a Maths project themed around music and statistics and the expansion of the Climate Change project to involve contributions from modern languages and the fashion, food, and design technology faculty. These initiatives have improved the S1 and S2 curriculum with almost all learners reporting the curriculum is relevant and engaging.

A structured framework has been established to support the development of interdisciplinary project learning opportunities that align with our curriculum rationale and promote the Barrhead Capacities. For instance, the Physical Education and Modern Languages departments collaborated on the Cultural Connections project, engaging all S1 learners in exploring diverse cultures and heritage. This initiative allowed learners to interact with partners who organised sporting activities, enhancing their cultural understanding. Additionally, learners showcased their own artwork, textile displays, and samples of international cuisine during a family showcase event. Feedback indicated that this experience developed leadership skills and personal development, with almost all learners stating that Barrhead High is welcoming to other cultures and they have an enhanced understanding of cultural heritage.

We have implemented opportunities for learners to encounter increasing levels of challenge, developing essential skills for learning, life, and work within engaging contexts.

For example, all S1 learners participated in the Marseum interdisciplinary project, collaborating across subjects such as Expressive Arts, Business, Administration, Computing, Food, Fashion and Design & Technology. This project engaged learners in a journey of discovery and teamwork, emphasising forecasting future trends and sharing their museum with a broader audience. Additionally, the Science, Maths, and Expressive Arts faculties organised a science fayre where S2 learners showcased their knowledge through selected enquiries, allowing them to pose research questions and present their findings creatively to families, thereby enhancing learner engagement through personalisation and choice.

The introduction of the S1 activism unit by the Social Subjects faculty successfully enhanced learners' engagement with current affairs and social justice. Through a series of active lessons focused on key elements of activism, learners engaged with real-world issues, including participation in politics, food poverty, climate change, pressure groups, and local activism. Consequently, learners had the opportunity to establish their own pressure groups, campaign for change, and develop as active citizens.

The development of our curriculum is grounded in a coherent whole-school approach to learning for sustainability. We have reflected on the Learning for Sustainability guidance and completed a self-evaluation audit to guide continuous improvement. A staff member has been appointed as a national Learning for Sustainability mentor, providing essential support across the cluster to ensure learner entitlements are met. All S1 learners engaged in an interdisciplinary project on climate change, integrating science and social subjects, which allowed them to explore global issues and take action for a sustainable future. S2 learners participated in the Circular Economy challenge, addressing climate change education and the unsustainable use of resources through creative and problem-solving activities aimed at recycling items into innovative products. S2 Fashion and Textiles curriculum has also introduced sustainable fabric choices: learners have repurposed old shirts into cushions, gaining practical experience in recycling materials. As a result, the majority of S1 learners achieved the level 3 Climate Change and Sustainability NPA, while all S2 learners achieved their John Muir discovery Level Award.

Our Eco Committee and Sustainability Ambassadors are dedicated to raising awareness about critical environmental issues, including: climate change, biodiversity loss, and plastic pollution. Collaborating with Propagate as part of the East Renfrewshire Climate Action Hub, learners gathered views on our outdoor spaces, collected soil samples for ecosystem assessment, and developed a garden area. Initiatives to improve recycling included a raffle ticket system incentivising the recycling of plastic bottles. Learners have also worked collaboratively with Y.E.S. Ostrero, Future Roots and the ERC Tenancy Team to support their projects. The team collected over 1,300 pieces of plastic in the first two weeks of implementation; they have also planted trees increasing carbon capture and created a sensory garden. Furthermore, the utilisation of our outdoor space has increased, highlighted by a painted large world map that inspires teachers to integrate outdoor learning experiences into their delivery of the curriculum.
As a result, learners' hosted secondary school peers to share their vision and action plan, presenting at the East Renfrewshire Council learner conference to showcase exemplary practices.

Learners have also reflected on global citizenship, cultivating empathy and establishing broader connections within our local community. S2 learners engaged in the Youth and Philanthropy Initiative (YPI) in English and Religious and Moral Education, campaigning for a local charity and competing for a £3,000 grant. This experience empowered learners to become active citizens and advocate for positive change. Additionally, all P7 learners participated in transition lessons through the Human Vs Robots project, integrating various curriculum areas to equip them with adaptive skills for change. S2 learners also participated

in the Barrhead Then and Now project, exploring their local community and voicing suggestions for improvements, which led to positive feedback regarding their learning experiences and the skills they developed.

Learning pathways

We have reviewed our offer in the senior phase curriculum to provide flexible learning pathways, contributing to improved attainment by addressing the diverse needs and aspirations of all learners. We have introduced new course options for S4 learners, including: Creative Industries, Dance, Retail, Sports and Recreation, and Health Sector. Additionally, we have incorporated Level 6 Leadership, Powering Futures, and NPA Business & Marketing into our S5/6 curriculum, enhancing learners' knowledge of career opportunities and insights into the world of work, broadening their career horizons and improving attainment.

Across various subjects and stages, learners have had the opportunity to collaborate with external partners, deepening their understanding of subject areas and career pathways. For example, learners participated in dance workshops to enhance their choreography skills and confidence.

The Art and Design department recognised the need to enhance learners' employability skills, confidence and career awareness within the heritage sector. The department collaborated with GSA Archives and Collections to offer young people in S2 a hands-on experience that included exploring museum collections, working alongside an artist in residence to create responsive artwork and co-curating a pop-up exhibition. Young people demonstrated a notable growth in confidence, creativity and employability skills, demonstrating a broader understanding of career pathways.

In our effort to inspire girls to pursue careers in technology, the Business, Administration and Computing faculty partnered with Ada.Scot to produce an engaging video aimed at addressing the gender gap in the tech industry. The team also organised STEM trips for 60 S2 pupils to the Barclays Technology Hub. These experiences significantly raised awareness of life in the tech sector, and increased the number of learners choosing Computing Science in S3.

Skills for learning, life and work

To promote the relevance of language skills for future employment, all S3 learners participated in a workshop run by a Strathclyde University Language Ambassador in partnership with SCILT (Scotland's Centre for Language Learning). Almost all learners enjoyed the workshop and almost all think it would be a positive experience for other year groups to consider languages as a career area.

In alignment with the Developing the Young Workforce initiative, the Royal Navy delivered a career-focused presentation on roles and pathways within the Navy, helping learners understand the significance of skills for life and work. As part of the initiative the learners took part in a "Ready, Steady, Cook" challenge, allowing learners to showcase their practical cooking abilities under time constraints in a professional environment. This collaboration effectively contextualised learning, providing insights into culinary careers and the expectations of professional kitchens.

The majority of Computing Science learners from S3 to S6 participated in the Bebras Challenge, which introduced them to computational thinking through a series of engaging interactive tasks. This initiative encouraged learners to utilise logical thinking and problem-solving skills that are relevant to their studies.

Additionally, a group of 20 S3 pupils collaborated with the local company Imaginary Friends on three distinct scenarios. This project allowed learners to enhance their research, creativity, and design skills. Through group activities, participants also developed valuable leadership and presentation skills.

S1 learners from SIMD 1, 2 and 3 attended a STEM event at Glasgow Warriors in partnership with SMARTSTEMS and Scottish Power. All learners engaged in various activities that broadened their understanding of the technology used in sports and the sustainable practices employed by energy companies. This event highlighted potential career opportunities and strengthened our Developing the Young Workforce connections.

Five S2 learners engaged in a weekly lunchtime club focused on the Industrial Cadets Bronze Level competition. Collaboratively, they researched, designed, and prototyped a sustainable running shoe, which developed both technical and transferable skills throughout the project. Participants gained a deeper understanding of sustainability in product design and demonstrated strong teamwork, problem-solving, and digital communication skills. Their commitment and innovation were acknowledged by project judges, raising awareness of sustainable innovation among peers and promoting STEM learning.

Seven S2 girls applied for the Strathclyde Girls into Engineering WEIR WISE Outreach Programme, receiving support from female S6 STEM Leaders. This initiative aimed to encourage greater female participation in STEM pathways. Of the seven applicants, five were successful, with two engaging online and three visiting Strathclyde University for STEM outreach activities. This opportunity has significantly increased the aspirations of the S2 girls, many of whom expressed an increased interest in engineering and STEM careers.

A professional actor was invited to engage with the Higher Drama cohort in a Q&A format. Prior to the visit, learners prepared specific questions related to directorial interpretation, acting techniques and design elements, ensuring that the session was tailored to their needs. This dialogue allowed learners to gain insights directly from a practitioner, enriching their understanding of the play and supporting them in their written SQA examination. The actor's first-hand experiences encouraged learners to critically reflect on their own approaches to the material.

In Personal Development, there has been an emphasis on connecting learning to real-life situations. Partnership working with Barrhead Housing Association's Tenancy Residency Officer has equipped all learners with a comprehensive understanding of independent living requirements. Additionally, the cohort has actively engaged with the Fire Service on a safety programme and collaborated with the Salvation Army on charitable projects within the local community. As a result, learners have improved skills for learning, life and work.

Next Steps
- Plan the curriculum to recognise, value, and promote diversity via culturally responsive and asset-based teaching.
- Consider approaches to strengthen young people's understanding of data literacy by using real-world contexts, such as environmental statistics and trends in social media, to develop skills for learning, life, and work.

2.3 Learning, Teaching and Assessment

Learning and engagement

Using Steplab, an online platform, we have piloted the introduction of Instructional Coaching. We are the first school in Scotland to adopt this evidence based approach to improving classroom practice. A group of staff volunteers have completed the training and are now engaged in coaching. Initial feedback from the pilot group has been very positive with all participants recognising the benefits of the programme in improving and embedding consistent classroom practice. Faculties involved in the coaching pilot have identified observable improvements in teaching strategies and learner engagement through their QA processes. Elements of instructional coaching are in the process of being rolled out to all staff; for example, entry routines and starter tasks which are leading to more structured routines across the school and a calmer start to lessons. All staff have participated in lesson drop-ins, observing each other's entry routine and leaving 'shoutouts' on Steplab to share good practice which is helping to further promote a positive environment of shared collegiality.

The continued use of Osiris to deliver impactful and engaging learning on adaptive approaches has helped bring clarity and understanding on how we, as practitioners, can be more adaptive in our planning and through *'in the moment'* adaptations. During learner observations, increased examples of adaptive approaches were observed, such as scaffolding, solo taxonomy and writing frames. Feedback on Solo Taxonomy in particular has been very positive: Social Subjects staff used this approach as the focus of their practitioner enquiry, the results of which demonstrated improved learner attainment for all learners involved.

In response to learner feedback, the Modern Languages faculty has enhanced its offer to all learners via the introduction of more blocks of Spanish in S1/2 and the choice of Spanish as an alternative to French for all S3/4 learners. Almost all S2 learners surveyed said they enjoyed the "Introduction to Spanish" block and most of the current S2 cohort have opted to study Spanish in S3/4. Consequently, learner engagement has improved as evidenced through uptake and classroom observations.

Learner feedback has provided valuable insights into the effectiveness of the Sports Leadership and Resilience block, particularly regarding the impact of adaptive teaching methods. Almost all learners reported having led a session, with the majority valuing the opportunity to lead their peers. These findings confirm the importance of peer-led learning in PE, with the Sports Leadership and Resilience block crucial in developing essential skills, such as leadership, communication, and adaptability.

The introduction of digital portfolios in Art involved recording and tracking personal achievement throughout S1 and into S2. This pilot integrated technology and creative practices to empower learners to document, reflect on and share their artistic work in innovative ways. The majority of learners indicated they had increased confidence and motivation.

The recent Social Subjects collaborative improvement visit reported learners are engaged and highly motivated by high quality learning experiences which are appropriately challenging and enjoyable. Practitioners consistently use a well-planned range of creative teaching approaches and formative assessment is used effectively providing learners with ongoing feedback during the course of lessons. Digital technologies are skilfully and consistently used to enrich learning and to assess learners' progress. Learning is carefully

differentiated to meet the needs of all learners, in particular through adaptive teaching and scaffolding.

Quality of teaching

All staff attended an informative CLPL session focused on using AI in the classroom. As a result there has been a significant improvement in assessment performance in the S3 Business Management class where the assessment pass rate rose from 56% to 74% after AI was implemented as a retrieval tool. 91% of learners surveyed indicated that AI could further support learning in BACs. The faculty has plans to use engage learners in how AI can be used to further enhance learning.

A majority of Maths teachers now make effective and appropriate use of AI tools such as ChatGPT, Magic School and Eedi to effectively support adaptive planning, identify learning gaps and tailor content to learners' interests. Early feedback from learners indicates that these tools enhance motivation and engagement, contributing to increasingly personalised learning experiences.

In the majority of BGE Maths classes strategies, such as including problem-solving tasks into lesson starters and as core learning tasks to increase challenge, have been embedded. As a result, all of the highest achieving learners have teacher judgements of 3W or better by January 2025 and all of these learners have also demonstrated increased confidence and resilience by putting themselves forward for our departmental 'advanced' assessment and the UKMT challenge. In addition, learners not identified as the 'highest 20%' also put themselves forward for the UKMT challenge, reflecting increased learner confidence and resilience.

All Social Subjects' staff participated in SOLO taxonomy training and wider reading was distributed and discussed at faculty meetings. Two staff members conducted a professional enquiry focusing on SOLO hexagons and SOLO squares. Another member of staff conducted research into formative assessment and adaptive teaching using a colour coded support scheme. Assessment evidence for S3 learners' trialling hexagons as a formative assessment approach demonstrated a 108% increase in scores for the area of focus. Additionally, the level of detail in extended writing improved, with most learners developing more complex concepts. Notably, question scores increased for all equity groups in the S3 trial. Most learners reported finding the strategy a useful scaffold to enhance their learning and, in turn, engagement. This approach was shared with colleagues across the local authority as part of BGE moderation. 88% of learners in the colour coded trial reported that they believed the approach had a positive impact on the support they received.

Effective use of assessment

To improve the consistency of teacher judgements and enhance the impact of moderation on assessment approaches within the BGE, we revisited our policy through consultation with staff. A revised policy was created with increased emphasis on the three main stages of moderation: validation, moderation of learner evidence and making teacher judgements. Guidelines for each stage were streamlined, reflected in the templates provided to staff to record teacher judgements and moderation discussion. Moderation events were included in the reporting calendar to ensure that procedures were robust and subject to rigorous quality assurance. Moderation events were attended by all involved in assessing learning and were quality assured by SLT. Teachers were positive about moderation this term with one Principal Teacher noting that moderation had led to: 'more accurate and confident teacher judgements' and another noting that: 'moderation had increased the range of assessment approaches used in their faculty while increasing teacher confidence in making holistic judgements.' The PT of Maths reported that moderation in Maths had: 'led to a renewed

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focus on challenge for all learners' demonstrating impact with increased attainment in line with our gradient of learning.

In addition to school approaches, staff were supported by ERC moderation professional learning through the ERC steering group. The PT of Fashion, Food, Technology and Design commented that his staff had benefitted from sharing standards across the authority which had led to: 'a greater appreciation of the national standards and had strengthened assessment reliability across the faculty.'

Next Steps:

• Annual update of the BHS Teaching Toolkit to include new examples of highly effective practice to promote collaboration and reduce teacher workload.

• AI task force to work with departments and lead on generating trial lesson content and homework tasks using AI applications and tools
• Create home learning policy.

2.4 Personalised Support

Universal support

To support our commitment to providing high-quality, personalised support that meets the diverse needs of our learners, we recognise that effective learning and teaching are underpinned by a deep understanding of our learners' needs. The Support for Learning Faculty proactively strengthened its collaboration with subject faculties to embed adaptive teaching methodologies that address the diverse needs of all learners. Through structured support sessions, the faculty provided targeted guidance on inclusive pedagogical strategies, promoting the adoption of adaptive instruction tailored to varied learning profiles. This initiative not only facilitated the dissemination of best practices but also empowered teaching staff to design and deliver lessons that are more accessible and responsive to learners. Preliminary feedback indicates a positive shift in instructional approaches, contributing to enhanced learner engagement and participation across the curriculum.

Targeted support

We have strategically enhanced our targeted support mechanisms to better address the diverse needs of our learners, contributing positively to their mental health and wellbeing and supporting outcomes for our learners.

This session, a member of the Modern Languages department joined ERC's new EAL Working Group which has been focusing on Digital Supports for EAL learners and sharing good practice across the authority. The Business, Administration and Computing staff also worked closely with the support for learning department to establish strategies to support EAL learners. Two members of the PSA team have been participating in ESOL and EAL learners CLPL; the skills gained through this programme were shared with the wider team. Through conversations with EAL learners and classroom visits there is evidence that learners' confidence and resilience has improved. Learners report that having scaffolding in place supports an improved understanding of the course content, empowering them to be more independent.

Our partnership with the Community Learning and Development (CLD) team was further strengthened through the implementation of targeted intervention groups designed to address the emerging needs of our learners. Notably, learners in the BGE took part in Confidence Group and a Safer Choices Group. Learners successfully completed the

Dynamic Youth Award, reflecting their commitment and the programme's effectiveness in developing confidence and resilience.

Additionally, CLD facilitated a Safer Choices Girls Group and a Resilience Group, both aimed at equipping learners with strategies to navigate challenging situations and promote personal growth. Feedback from learners indicates a positive impact on their wellbeing.

Our Youth Worker successfully implemented the 'Barrhead Beauty' intervention, targeting learners in S1–S3 to enhance school engagement and create a sense of belonging. This initiative provided participants with hands-on experience in hair, makeup, and nail techniques, promoting the development of practical skills. Significantly, learners extended their newly acquired skills beyond the classroom by offering beauty services to residents of a local community nursing home, facilitating intergenerational connections and community involvement. Furthermore, participants demonstrated leadership and organisational abilities by planning, coordinating, and hosting a beauty and wellbeing evening for the broader school community and families. Feedback indicates that the programme has positively impacted learners' self-esteem, social skills, and overall engagement with school life. By combining vocational skill development with community service and leadership opportunities, the intervention has contributed to improved wellbeing and strengthened the school's inclusive environment.

Removing of barriers to learning

Targeted 1:1 interventions are used to meet the complex and varied needs of learners with Social, Emotional and Behavioural Needs (SEBN). These supports are designed with flexibility and sensitivity, underpinned by trauma-informed practice. Staff are committed to nurturing positive relationships and ensuring learners feel safe, respected, and valued.

The PT of Inclusion implemented a targeted one-to-one support programme focusing on a cohort of learners with identified emotional wellbeing needs. This initiative encompassed structured sessions aimed at enhancing understanding of personal diagnoses and developing self-regulation strategies. As a result, participating learners demonstrated improved engagement in both academic and social aspects of school life, indicating the programme's effectiveness in promoting inclusive educational experiences.

The Chance 2 Be programme is a targeted, 24-week intervention designed to meet the needs of learners requiring enhanced emotional, social, and behavioural support. Delivered in a nurturing and relationship-based setting, the programme prioritises wellbeing, self-esteem, and re-engagement with education. Learners participating in this intervention report feeling "valued" and "more connected," indicating the programme's strong relational impact. There is clear evidence of increased motivation, emotional regulation, and engagement with school life. The personalised and structured nature of the programme supports vulnerable learners in accessing a meaningful, alternative route to success—contributing to improved wellbeing and educational inclusion.

The Scottish Sports Futures (SSF) programme is a 20-week, targeted intervention aimed at S1–S3 learners at risk of disengagement. It offers an alternative learning pathway that combines SCQF Level 4 and 5 qualifications with structured wellbeing and relational support. Grounded in inclusive, youth-led practice, the programme prioritises motivation, confidence, and re-connection with education. Since implementation, the programme has seen clear signs of increased engagement, improved attendance, and strengthened relationships. Learners are showing growing confidence and ownership over their learning—contributing actively to sessions and taking on leadership roles during activities. Many

learners who initially required high support are now more independent and motivated, with some attending specifically to take part in SSF. Learner voice has been particularly positive, with feedback such as "I love this group" and "I came in today just for this."

Next steps

- All learners Ready to Thrive by accessing AI to support their learning.
- Look outwards to establish strategies to support EAL learners in response to changing demographic.

How good are we at ensuring the best possible outcomes for all our children / learners?	
(3.1, 3.2) **Evaluation: VERY GOOD**	
NIF Priority 1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children 3 Improvement in children and young people's health and wellbeing 4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people	**School Priorities** 3. To improve the levels of successes and achievement of all pupils
NIF Driver(s) 1 School leadership 2 Teacher professionalism 4 Assessment of children's progress 5 School improvement 6 Performance information	**Local Improvement Plan – Expected Outcome / Impact** 1 Everyone Attaining 2 Everyone Achieving

Progress, Impact and Outcomes

3.1 Ensuring Wellbeing, Equity and Inclusion

Wellbeing

The annual Be Well survey was carried out across all year groups. The analysis of the data led to the S6 Health and Wellbeing group identifying key areas for development, such as promoting safety in the community and active lifestyles. This information informed the planning and delivery of our Safe Day, where S1-3 girls received martial arts training. Our partners from CLD and Police Scotland signposted resources and support available in our local community. Additionally, the S6 HWB Ambassadors created a mental health awareness video which was shown to all learners in the school community to promote understanding and support. A "Get Active" week was also hosted, offering a range of extra-curricular clubs alongside the standard PE programme. These initiatives empowered learners to take ownership of their wellbeing and responded to learner voice.

This session we appointed a Wellbeing Worker who has offered specific targeted interventions for improving health and wellbeing of identified young people. Each learner completed the Glasgow Motivation and Wellbeing Profile (GMWP) and collaboratively set SMART targets focusing on areas such as increasing attendance, building self-confidence, and enhancing resilience. The SHANARRI indicators from the GMWP were scored on a scale up to 30, providing a quantitative baseline for each learner's wellbeing. Learner voice was integral to the design and delivery of the support sessions, ensuring that interventions were tailored to individual needs. Attendance at sessions was tracked via lesson logs and weekly updates, highlighting session content and any changes in attendance. This data was regularly evaluated to monitor learner progress and inform necessary adjustments to support strategies. At the conclusion of the intervention period, a second GMWP assessment was conducted to compare data from the start and end of the interventions. Almost all learners indicated positive improvements, such as enhanced wellbeing and increased self-confidence.

The Fashion, Food, Design and Technology faculty successfully organised a family wellbeing cooking event in collaboration with the Parent Council, emphasising the importance of healthy eating. Curriculum Ambassadors played a crucial role in both the planning and execution of the event. This event enhanced parental engagement, and provided learners with a valuable opportunity to develop their communication and organisational skills. Staff observed a notable increase in learners' confidence and an improvement in relationships with families.

To achieve the goal of supporting all learners in following a balanced, healthy diet, the Home Economics curriculum has been designed to integrate health and nutrition across all stages. The introduction of the 'Build a Burger' sustainability unit in S2 emphasises the use of local, seasonal, and sustainable ingredients, empowering learners to make informed food choices. Additionally, a new Current Dietary Advice Check-In in S1 enables learners to reflect on their eating habits and connect their learning to national dietary recommendations through the Eat Well Guide. As a result, learners in S1 and S2 have developed a greater awareness of the impact of food choices on personal health and the environment.

The implementation of the RESPECT agenda and a comprehensive whole-school Promoting Positive Behaviour strategy has reinforced our commitment to inclusive values, equity, and the wellbeing of all learners. Staff have engaged in targeted professional development, including training in trauma-informed practices, understanding Adverse

Childhood Experiences (ACEs), and de-escalation techniques. This has enhanced our collective capacity to address behavioural challenges with consistency and compassion, fostering a safe and supportive environment where every young person feels valued and understood. For example, the Drama Pets initiative was developed to create an inclusive and motivating reward system that recognises effort and positive behaviour among all learners. This has led to increased learner motivation and a stronger sense of inclusion, with all learners feeling valued for their contributions. This approach has contributed to improved behaviour and engagement, supporting wellbeing and positive relationships.

Staff and learner focus groups have been facilitated this session to gather stakeholder views on reshaping the school charter. Feedback indicated that the existing charter and its language were not perceived as 'lived' experiences within the school community. Recognising this disconnect, the working group initiated a collaborative process to refresh the charter's language, aiming to ensure its principles are actively embodied by staff and learners. This ongoing work is set to culminate in a relaunch of the revised charter in the upcoming session, reinforcing our commitment to a shared, inclusive ethos.

We successfully implemented an enhanced universal transition programme alongside targeted, bespoke interventions aimed at supporting our most vulnerable learners. This initiative provided learners with the opportunity to engage in our Forest School and Nurture group, developing positive relationships with staff. We also identified 30 learners to participate in our weekly "Connects" sessions, designed to improve attendance and identify learner's unique interests, or "hook," for engagement. Early feedback from Primary 7 teachers and families indicates a notable increase in confidence and a reduction in anxiety among incoming S1 learners.

Furthermore, we established a Primary Transition Working Group to lead the ongoing review of our transition offerings. This group will actively incorporate feedback from stakeholders to ensure that our transition processes remain responsive and inclusive. As a result of these efforts, the transition experience at Barrhead High is increasingly aligned with the needs of our school community.

Fulfilment of statutory duties

Barrhead High staff were nominated by a learner at the Who Cares? Scotland Corporate Parenting Awards, recognising and celebrating the dedication and commitment of staff who are making a difference in the lives of care-experienced individuals and highlights the key role the school plays in supporting care experienced young people.

In 2024–25, the overall attendance rate rose to **90.78%**, up from **87.88%** in 2023–24, reflecting enhanced learner engagement and effective inclusion strategies.

- **Gender:** Male attendance increased from **88.96%** to **91.35%**, and female attendance from **86.86%** to **90.25%**, narrowing the gender gap and indicating progress toward gender equity.
- **Socioeconomic Status (FSM):** Attendance among Free School Meal (FSM) learners improved from **83.31%** to **88.94%**, reducing the gap with non-FSM peers from **6.36** to **2.51 percentage points**, highlighting the effectiveness of targeted interventions.
- **Ethnic Minority Learners:** Attendance increased from **88.04%** to **90.56%**, closely aligning with non-ethnic minority peers, demonstrating the success of culturally responsive practices.
- **Educational Maintenance Allowance (EMA) Recipients:** Attendance rose from **88.31%** to **92.53%**, surpassing non-EMA learners, suggesting that EMA-related support positively influences attendance.

- **Additional Support Needs (ASN):** Attendance for ASN learners improved from **84.71%** to **89.34%**, indicating the impact of tailored support and inclusive practices.
- **Scottish Index of Multiple Deprivation (SIMD):** Attendance in the most deprived quintiles (SIMD 1–2) increased from **84.94%** to **88.64%**, narrowing the gap with the least deprived quintiles (SIMD 9–10), which rose from **94.06%** to **95.73%**. This trend underscores progress in addressing deprivation-related barriers.

These upward trends and narrowing gaps across various demographics demonstrate a comprehensive and strategic approach to wellbeing, equality, and inclusion.

Inclusion and Equality

The Modern Languages Department has successfully promoted a diverse range of languages, including heritage and community languages, significantly enhancing learners' cultural awareness. Through various events—such as Day of Languages, International Mother Language Day, UN French and Spanish Languages Day, Languages Week Scotland, the GCHQ National Language Competition, Culture Club, and BHS Cultural Connections IPL—the department has promoted an inclusive environment. Notably, the International Mother Language Day video was recognised as the sole Scottish winner in the British Council's "Celebrate Speaking" competition and was featured at a national event. Additionally, Barrhead High achieved 8th place in Scotland in the GCHQ National Language Competition.

A group of S3 learners were tasked with creating a presentation on an event in British history to enhance awareness for Black History Month. They chose to focus on the Birmingham Bus Boycott, a lesser-known topic that highlights historical struggles against racism in the UK, thereby promoting learner voice and choice. As a result of their presentation, all learners reported an increased awareness of racial prejudice in Britain and fostered a more inclusive school culture. Learners engaged with a narrative that is frequently underrepresented, reinforcing the school's commitment to diversity and global citizenship. This initiative not only educated learners but also strengthened the values of inclusion and awareness within the school community.

Learners are taking responsibility for driving improvement and change by promoting equality and social justice. They successfully planned and delivered our Celebrating Difference day, aimed at developing an understanding of additional support needs and ensuring that differences are recognised and experienced positively. Opportunities for learners to share their knowledge and create innovative ways to communicate their stories contributed to a more inclusive school ethos. Additionally, S1 learners organised a Cultural Connections event to showcase the heritage of families in our community, highlighting and valuing their contributions. These events have positively impacted young people's feelings of respect, as evidenced by the Be Well survey data which showed an increase from an average of 3.4 in 2023-24, increasing to 3.91 in 2024-25.

The Modern Languages department has continued to decolonise the curriculum by, for example, focusing on education systems in a range of countries in our N5 "Learning" topic, including Senegal, Quebec, Canada and Belgium. We also celebrate the wider world and its languages, for example via our International Advent Calendar project and UN French & Spanish Language Days. Almost all learners are aware of the range of French and Spanish speaking countries having completed project work relating to at least one of the Francophone and one of the Hispanic countries and shared their findings with their peers.

Next Steps

- 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.
- Raise the profile of MVP Ambassadors.
- Opportunities for staff and learners to learn together and promote RESPECT values.

3.2 Raising Attainment and Achievement
Attainment in literacy and numeracy and Attainment over time
Refer to appendix 1

Overall quality of learners' achievement

This session 40 S1 and S2 learners participated in a France trip to experience various elements of French culture, for example French food, visit to a snail farm, shopping in a French bakery and visit to a French market. Learners had the opportunity to practise their French language skills in real-life situations to improve their levels of confidence and motivation in the subject.

S4 learners have engaged in a variety of wider achievement opportunities as part of their N5 courses. Notably, the N5 Retail class successfully organised stalls at multiple school events, demonstrating their ability to apply practical skills in a real-world context. Additionally, the N5 Creative Industries class showcased their portfolios during an open evening for families, highlighting their creative talents. This class also contributed significantly to the organisation of the Ghost Tour, illustrating their commitment to collaborative projects.

A group of S6 learners participated in Young Enterprise Scotland led by BACs, where they developed essential skills for learning, life, and work. This initiative not only enhanced their awareness of enterprise but also developed teamwork and innovation among participants.

The S6 Digital Leaders have played a pivotal role in mentoring learners in the Broad General Education through various projects aimed at inspiring and enhancing awareness of Computing Science skills. Their innovative approach, particularly through the use of Marty Robot programming, has effectively motivated and engaged learners. Additionally, the Digital Leaders have mentored Primary 7 learners during the P7 coding competition and the Humans vs. Robots transition programme helping to build meaningful relationships and developing essential programming skills.

The collaboration between the PE department and Whitecraigs Rugby Club has provided all S1–S3 learners with access to a specialist-led rugby block: this initiative not only broadened learning opportunities but also enhanced learner engagement and motivation.

Dance leaders developed their leadership skills through managing the dance club and organising events for learners reflecting a commendable sense of ownership and responsibility. This initiative has allowed learners to develop their organisational and leadership skills.

The role of basketball ambassadors in supporting the ASC Junior NBA programme has been pivotal in developing engagement in basketball and sport. Sports Leaders played an essential role in S1 PE classes by facilitating lessons and encouraging peer learning. Additionally, students in Sport and Recreation classes actively contributed to departmental

responsibilities and assisted in delivering PE lessons. Their contributions ensured the effective delivery, highlighting the importance of peer support in maintaining participation.

The S3 Food, Fashion, Technology and Design faculty Ambassadors successfully initiated and managed a weekly lunchtime cooking club to develop learner agency. The club has maintained high attendance and is highly valued among learners. Participants have honed essential leadership, planning, and communication skills, while also providing a welcoming and enjoyable learning environment for their peers.

The S4 Practical Cookery class undertook responsibility for the lunchtime service and setup of the Burns supper. This included aspects of presentation and front-of-house leadership, all integrated within the practical cookery curriculum. Learners exhibited high levels of professionalism, teamwork, and a sense of pride in representing the department. Feedback from both staff and learners was overwhelmingly positive, with learners reporting increased confidence in their SQA performance

The Debating Club led by an English teacher, provided learners with a valuable opportunity to develop their public speaking skills. Their participation in the North Lanarkshire competition was commendable where they advanced to the semi-finals, showcasing their dedication and talent. Furthermore, their invitation to the ERC debate reflects the quality of its members' debate skills.

Learners in Expressive Arts participated in opportunities such as the Christmas Show, Ghost Tour, Art and Design Exhibition and Creative Industries Exhibition. Learners were able to showcase their talents and contributions across the Expressive Arts Faculty.

40 Learners participated in a geography trip to Iceland to explore geological phenomena and environmental science. They engaged in practical applications of their learning and developed their knowledge and skills. Similarly, the trip to the London Parliament with 28 Modern Studies learners provided an opportunity to engage with democratic processes and built confidence to discuss political issues.

Learners had opportunities to take charge of their learning and participate in science experiments beyond the traditional classroom setting. The S1 Science Club was established by S6 learners, who organised practical experiments aimed at enhancing science exploration for their peers. This initiative created a collaborative learning environment but also empowered S6 learners, who successfully achieved the L6 Leadership award.

S6 learners led the successful Masked Singer event, raising funds for charity and creating a whole school celebration.

3 learners were awarded a Gold Award for their performance at the Scottish Concert Band Festival.

The introduction of the Reading Challenges for S1 and S2 has significantly enhanced engagement with reading among learners. Learners completed a variety of tasks related to their book selections, and parents and carers were actively invited to participate in discussions about these choices and associated activities. An award ceremony was organised to celebrate the achievements of the learners, encouraging both reading and community involvement.

To enhance learner engagement with the space and engineering sectors, a comprehensive presentation was delivered by science to support learners applying to the Scottish Space School at Strathclyde University. Coaching sessions were offered to assist learners in

crafting effective personal statements. The supportive approach led to positive results, with one out of three applicants successfully securing a place in the course.

Equity for all learners

To enhance outcomes for our S1 and S2 learners and support adaptive teaching methods, we have implemented the 'Fact, Story, Action' (FSA) framework. This initiative, part of the West Partnership programme, has been successfully adopted in primary schools. Our aim in adopting the approach was to develop tailored processes and procedures suited to a secondary environment. English, Maths and Geography piloted the approach. We created a detailed spreadsheet for recording FSA data along with a review form to facilitate meaningful discussions. This innovative approach was highlighted as a best practice example on the ERC Learning and Teaching site. Feedback from participating subjects, including one rotational subject, has been overwhelmingly positive. One teacher remarked: 'This is incredibly useful for identifying learners who are on and off track. It allows me to implement supports for those who are struggling while also targeting those who are meeting or exceeding expectations with more challenging work.' Additionally, another department is currently compiling interventions to create a comprehensive set of scaffolding resources.

We have also streamlined our reporting calendar by merging tracking reports with full reports. This change not only alleviates workload for staff but also ensures that learners and parents receive clear, consolidated information regarding attainment across all curriculum areas. To support this transition, we introduced a 'review period' following the distribution of reports, allowing learners time to reflect on their progress and document their next steps. These initiatives reflect our commitment to review our systems to promote equity for all our learners, and ensure accountability.

We have established effective systems to identify learners facing barriers and have planned interventions to support learners. Specifically, learners in the senior phase have benefited from targeted attainment interventions, which include additional weekly Higher inputs across the curriculum to target learners who did not pass their prelims, and to improve their confidence.

Learners in the broad general education have received weekly targeted support in literacy and numeracy aimed at closing the attainment gap. In numeracy, S2 learners have increased from 49% achieving the gradient of learning to 64% by the end of S2. 17 S1 learners were identified as requiring support with reading and were targeted with a tailored literacy intervention aimed to improve reading and foster confidence in literacy. Almost all learners progressed in their reading ages (using the Holborn assessment) with most learners improving by at least 1 year. A group of 38 S2 learners were similarly identified as requiring an intervention for writing and were targeted with a tailored intervention designed to increase confidence and skill in extended written tasks: almost all learners moved from 3 to 3M or 3M to 3W through the lifetime of the intervention, with 2 learners moving from 2W to 3W, demonstrating the positive impact of the interventions in these cohorts.

To enhance and increase the effectiveness of our provision for some of our most vulnerable learners we reviewed our approaches to delivering a bespoke provision for those most at risk of not attaining key benchmarks. The team with responsibility for delivering, monitoring and evaluating the provision for this cohort reviewed all of the processes involved, including a rigorous and transparent referral and recording system and the optimised use of digital resources and materials needed to raise attainment and make learning accessible. A specific tracking spreadsheet was created to provide access to all staff involved in monitoring the progress of those receiving bespoke

provision, including specialised staff who supported the learners on a 1-1 basis. Staff created new digital resources for all learners in order to ensure learning loss was minimised. Attainment of the bespoke cohort reflected our improved provision with 90% of all learners achieving key benchmarks in level 4 Literacy and Numeracy, half of whom achieved at the higher award at level 5; 70% of learners also achieved 5@4 while 40% of those in the cohort achieved 263 tariff points, equivalent to 8 N4 qualifications.

In response to tracking reports, we organised a targeted Homework Club for S1 and S2 learners. A total of 20 S1 learners and 23 S2 learners, each with a homework score of 3 or higher, were invited to participate and their parents were contacted to improve engagement. The Homework Club has seen strong attendance, providing our young people with valuable opportunities to seek support and address the attainment gap. This initiative aligns with our commitment to enhancing outcomes and demonstrates our proactive approach to supporting learners' learning needs.

S6 learners had the opportunity to participate in the UWS Foundation Academy. This exciting initiative provided opportunities to experience studying at university level, develop academic skills in a specific subject area, and improve the quality of their university application.

We are proud to maintain a 100% success rate in positive destinations for our young people, demonstrating our commitment to their future. Our innovative strategies and programmes have gained recognition from the Scottish Government, leading to a visit to our school to capture best practice. During this visit, they engaged with our staff and learners to collect insight into the effectiveness of our approaches that are clearly working for our learners. This collaboration aims to share our best practice on a national level, highlighting our commitment to removing barriers for all learners.

Next Steps
- All staff to implement and evaluate interventions for identified equity learners, including adaptive teaching as part of fact, story, action approach.
- 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.

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

We have consulted with all stakeholders on our use of PEF and have developed a robust plan based on research. Our Youth Worker is making an impact on key equity groups in S1 and S2, attendance is improving as a result of engaging with learners to find their 'hook' and remove barriers to attainment and achievement. Our Health and Wellbeing worker is building resilience via 1 to 1 interventions to support learners to regulate and attend classes.

Refer to Plan and Report for PEF

What is our capacity for continuous improvement?

The school demonstrates capacity for improvement. We have made substantial progress in developing a shared vision of leadership throughout the school community, fostering both capability and momentum for change.

In response to our Education Scotland Inspection, we have looked inwards and established an ambitious three-year improvement plan. This plan aims to address identified areas for improvements and build on our strengths.

Additionally, we recognise the importance of looking outwards. We will continue to learn from partner schools to deliver excellent learning and teaching experiences. Our commitment extends to seeking insights from both national and international best practices to improve outcomes for all.

Looking forwards, we will continue to consult with all stakeholders to refine our shared vision and strategic plan for change. Our primary focus remains on delivering outstanding educational experiences through a curriculum that is responsive to the diverse needs of all our learners, ensuring they are well-prepared for the future.

National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	EXCELLENT	EXCELLENT
2.3 Learning, teaching and assessment	VERY GOOD	VERY GOOD
3.1 Ensuring wellbeing, equity and inclusion	EXCELLENT	EXCELLENT
3.2 Securing children's progress / Raising attainment and achievement	VERY GOOD	VERY GOOD

| School Improvement Priorities for 2024-27			
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. Career education programme to better prepare identified learners for positive and sustained destinations.

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APPENDIX 1 – Overview of attainment

Standardised Test (ST) Scores

At time of standardised tests there were 118 learners on the S2 roll: four attend other facilities and three did not sit the Reading and Maths tests. There were a further two learners who did not sit Reading and two who did not sit Maths, thus both presented 109 learners.

Average ST Score

	Reading	Maths
2021/22	89	90
2022/23	90	92
2023/24	89	90
2024/25	92	91
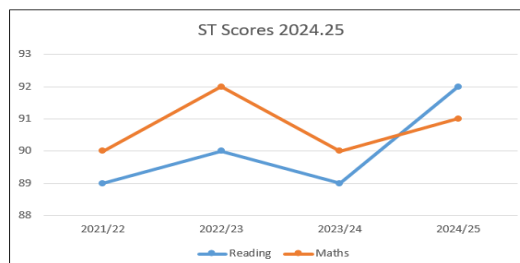
Reading has had their highest average ST score to date, with Maths maintaining their average score of between 90 and 92.

Gender: Girls continue to outperform boys in Reading with Maths continuing to demonstrate they have closed this gap.

Gender	Boys	Girls
Reading	89	94
Maths	93	91

SIMD: Reading and Maths scores are similar for vintiles 1 to 3 but a gap opens up with Reading exceeding Maths in vintiles 4 and 5.

SIMD	1	2	3	4	5
Reading	89	90	93	94	103
Maths	90	91	95	90	96

FSM (22 learners): As with previous years there continues to be a gap of 7/8 points for both Reading and Maths between FSM learners and those not on FSM.

| FME	Yes	No
Reading	86	94
Maths	86	93

Care Experienced (5 learners): Reading have a gap of 5 points, with Maths care experienced learners slighlty ahead of those who are not care experienced.

Care Exp	Yes	No
Reading	87	92
Maths	91	90

Attended ERC Primary: There were 10 learners who did not attend an ERC Primary, 8 sat the ST. These learners underperformed in comparison to those who attended an ERC primary.

ERC PS	Yes	No
Reading	92	88
Maths	90	84

ERC Lowest 20%, Middle 60%, Highest 20%:
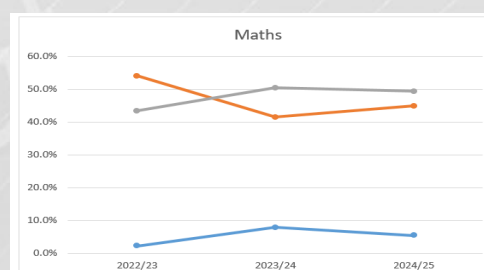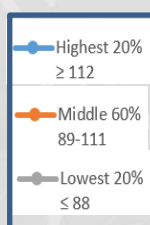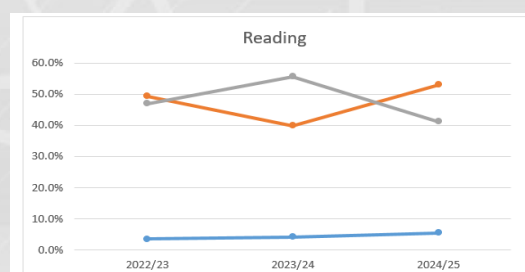
Reading continue to improve on the percentage of learners in highest 20% and this year have reduced the percentage of learners in the lowest 20%.

Maths highest 20% dropped from 8% to 5.5% although this is still an improvement on 2022/23 (2.4%). They did not reduce the percentage of learners in the lowest 20% and still have a higher percentage in this group in comparison to 2022/23.

SNSA
The percentage of learners above average (bands 11 and 12) for Reading and Numeracy outperformed the National Cohort by 19% and 9% respectively.

104 learners	Reading %	National
Above	56	37
Average	39	42
Below	5	21

104 learners	Writing %	National
Above	33	34
Average	56	49
Below	12	17

105 learners	Numeracy %	National
Above	42	33
Average	48	51
Below	10	16

All added value to P7 SNSA scores: Reading and Numeracy increasing the percentage of pupils above average; Reading and Writing decreasing the number of learners below average.

Equity Groups – Average SNSA band

Reading and Numeracy have closed the Gender gap with FME learners less than half a band below non FME learners.

Care Experience leaners are not shown due to small numbers presented (4/7) however the CE learners who sat the SNSA were discussed individually.

	All	Gender		FME		SIMD Quintiles				
		Boys	Girls	Yes	No	1	2	3	4	5
Reading	10.5	10.5	10.6	10.3	10.6	10.2	10.9	10.1	10.7	11.1
Writing	9.9	9.7	10.1	9.6	10.0	9.6	10.3	9.2	10.0	10.4
Numeracy	10.2	10.2	10.2	9.8	10.3	9.9	10.2	9.7	10.6	10.7

Maths and English staff attended a CLPL session on analysing the SNSA data including: questions that learners found challenging, performance of equity group learners, learners who had dropped a band since P7 and comparing ST scores with SNSA to identify any anomalies.

Insight Leavers Feb 2025 (124 Learners)
Barrhead continue to outperform not only our virtual comparator but are also in line or exceeding the national picture.
Whilst we still outperform virtual and national in the lowest 20% our Insight data this year is skewed by that fact that 7 learners, who averaged over 275 Insight Points, were presented for a number of their qualifications in S3 thus this data is not included in our statistics.
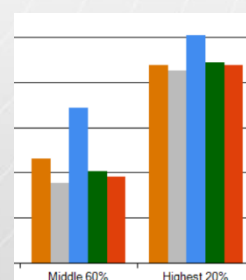
	Barrhead	Virtual	National	Difference Virtual	Difference National
5+ N5	69.4%	51.5%	54.9%	17.9%	14.5%
5+ L5	79.0%	63.1%	66.6%	15.9%	12.4%
3+ H	51.6%	38.2%	41.5%	13.4%	10.1%
3+ L6	59.7%	48.5%	51.7%	11.2%	8.0%
5+ H	37.1%	24.5%	28.2%	12.6%	8.9%
5+ L6	51.6%	36.1%	39.0%	15.5%	12.6%
1+ AdH	21.0%	17.8%	19.4%	3.2%	1.6%
1+ L7	26.6%	23.8%	25.4%	2.8%	1.2%

Barrhead Insight figure for N5 and L5 amended to include 7 learners who were presented in S3

The excellent attainment demonstrated when looking at the 'Breadth and Depth' parameters. At National 5 outperform our Virtual school by 17.9%, 3+ H b 13.4% and 5+ H by 12.6%.
Despite having a more deprived demographic the school also outperforms the National statistics.

	Barrhead	National
FME	26.6%	17.6%
SIMD Q1	35.5%	22.3%

Literacy and Numeracy – Barrhead continue to outperform both Virtual and National data.

	Literacy			Numeracy			Literacy & Numeracy		
	Barrhead	Virtual	National	Barrhead	Virtual	National	Barrhead	Virtual	National
Level 4	99.2%	91.5%	93.2%	95.2%	89.1%	90.5%	96.8%	86.5%	88.4%
Level 5	89.5%	79.0%	81.4%	78.2%	68.5%	71.9%	78.2%	66.2%	69.1%

Barrhead Insight figure for Literacy (and both) amended to include 7 learners who were presented in S3
Barrhead Insight figure for Numeracy amended to include 1 learner who were presented in S3

Teacher Judgements (TJ)

S1	% 3A or better	Reading	Writing	T&L	Maths
	2023	23	20	26	49
	2024	47	40	48	35
	2025	34	30	29	33

English: After a review of moderation processes this year's TJs are more robust, therefore comparing 2025 figures with 2023 there are a higher percentage of learners achieving or exceeding 3rd level in reading and writing.

Numeracy: There has been a slight decrease in the percentage of learners achieving or exceeding 3rd level. This is representative of the trends for this cohort.

S2	% 3A or better	Reading	Writing	T&L	Maths
	2023	84	76	76	76
	2024	88	84	91	73
	2025	90	86	83	80

English: The percentage of learners attaining or exceeding 3rd Level for reading and writing continues to improve year on year, with T&L improving on the 2023 figure.

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Numeracy: Whilst a dip in the percentage of learners attaining or exceeding 3rd Level last year, this year figures shows an increase in both 2023 and 2024 figures.

S3	% 4A	Reading	Writing	T&L	Numeracy
	2023	71	75	75	59
	2024	90	84	94	73
	2025	80	79	81	83

English: After a review of moderation processes this year's TJs are more robust, therefore comparing 2025 figures with 2023 there are a higher percentage of learners achieving or exceeding 4th level in reading, writing and T&L.

Numeracy: After a review of S3 moderation processes in 2023 the percentage of learners attaining Level 4 Numeracy continues to increase.