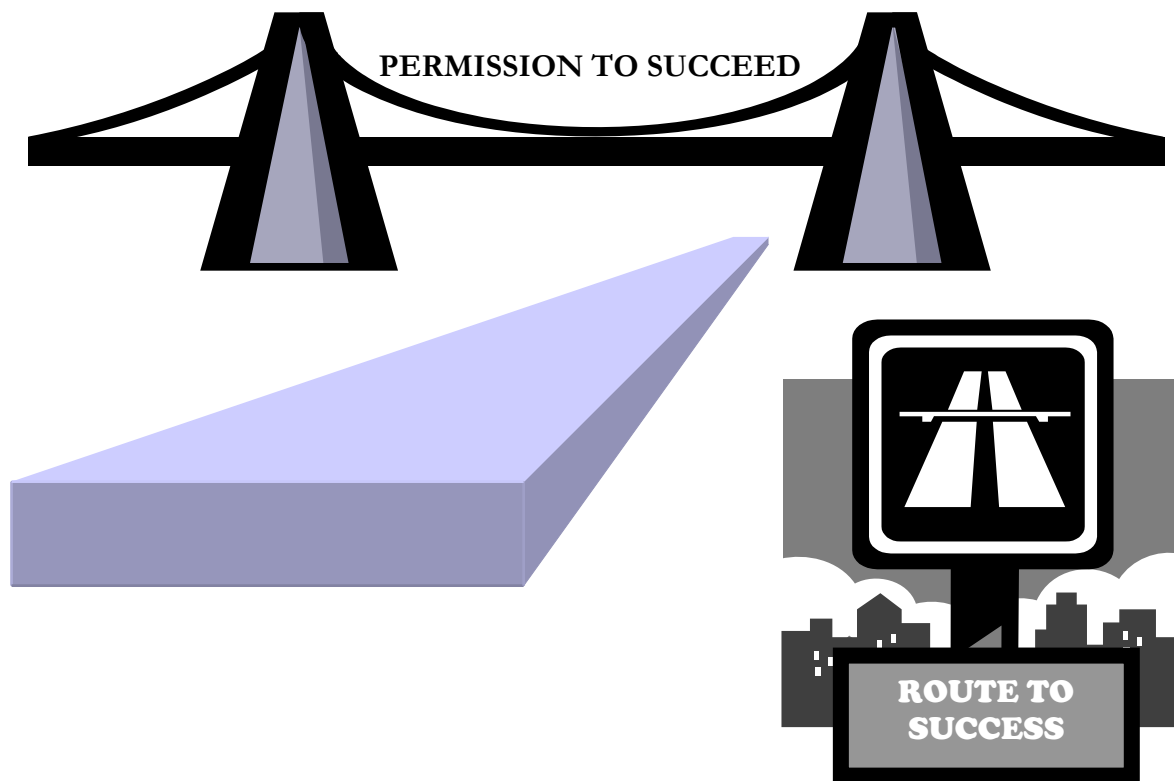




**Barrhead High School
East Renfrewshire Council**

**IMPLEMENTATION PLAN
Schools of Ambition**





Our Starting Point



The town of Barrhead is a strong community with a keen sense of its heritage. It has worked hard to overcome the legacy of a period of social and economic decline and today has reached a turning point in its development.

There is a growing perception of Barrhead as a forward looking, thriving community. This is reflected in the strategy for regeneration, including a new primary school building and plans for a further education college for the town.

We want our school to play its full part in equipping young people to become successful learners, confident individuals, effective contributors and responsible citizens, as described in *A Curriculum for Excellence*. We believe that increasing the confidence of young people, school staff, parents and community members is the key to a positive future. Our work will embody the spirit of *Determined to Succeed* and build on the national strategy for lifelong learning. Members of our community will be empowered as contributors to the economic viability of their country.

Our plan seeks to engage as well as serve the needs of all our stakeholders

Our parents rightly expect the best for their children and we know from a number of parental surveys that they are highly supportive of the school. However, further opportunities must be created to encourage their confidence and active partnership in school life, so that all stakeholders are empowered in the interests of the children of Barrhead.

Our staff are dedicated and highly skilled. They are committed to this plan for implementation and their will to make it succeed will be a rich resource. We wish to demonstrate that they are valued by facilitating their continued professional development, providing opportunities to build on their existing strengths.

Our ambition will be strengthened by links with other community initiatives. We are particularly aware of the Barrhead Regeneration programme and will seek to ensure the involvement of our pupils wherever appropriate. We will seek to expand our current range of links with local businesses so that partnership with them becomes a theme of our drive for continuous improvement.

Why have we chosen to put confidence at the centre of our bid? If we are seeking nothing less than to change the future of a town, we have to be part of Barrhead's programme of regeneration.

The Chief Medical Officer for Scotland, Dr Harry Burns, counsels that the improvement of the built environment will not, of itself, resolve the major health issues or improve the life expectancy of disadvantaged populations in the West of Scotland. To succeed in bringing real improvement, we also need to give individuals a sense of being in control of their own lives.

This is why Barrhead High School wants to create that real inner confidence which will in turn create active citizens. We aim to work with our many partners, not least the Centre for Confidence and Wellbeing, to foster the confidence which will lead to that sense of control.

We believe that as a School of Ambition, we are setting off on an exciting journey which will enrich Barrhead and the wider community by increasing the confidence and resilience of pupils, parents and staff, so that they can venture boldly beyond their present geographical and economic confines, to be productive and fulfilled inhabitants of 'the best small country in the world'.



Our Vision Permission to Succeed

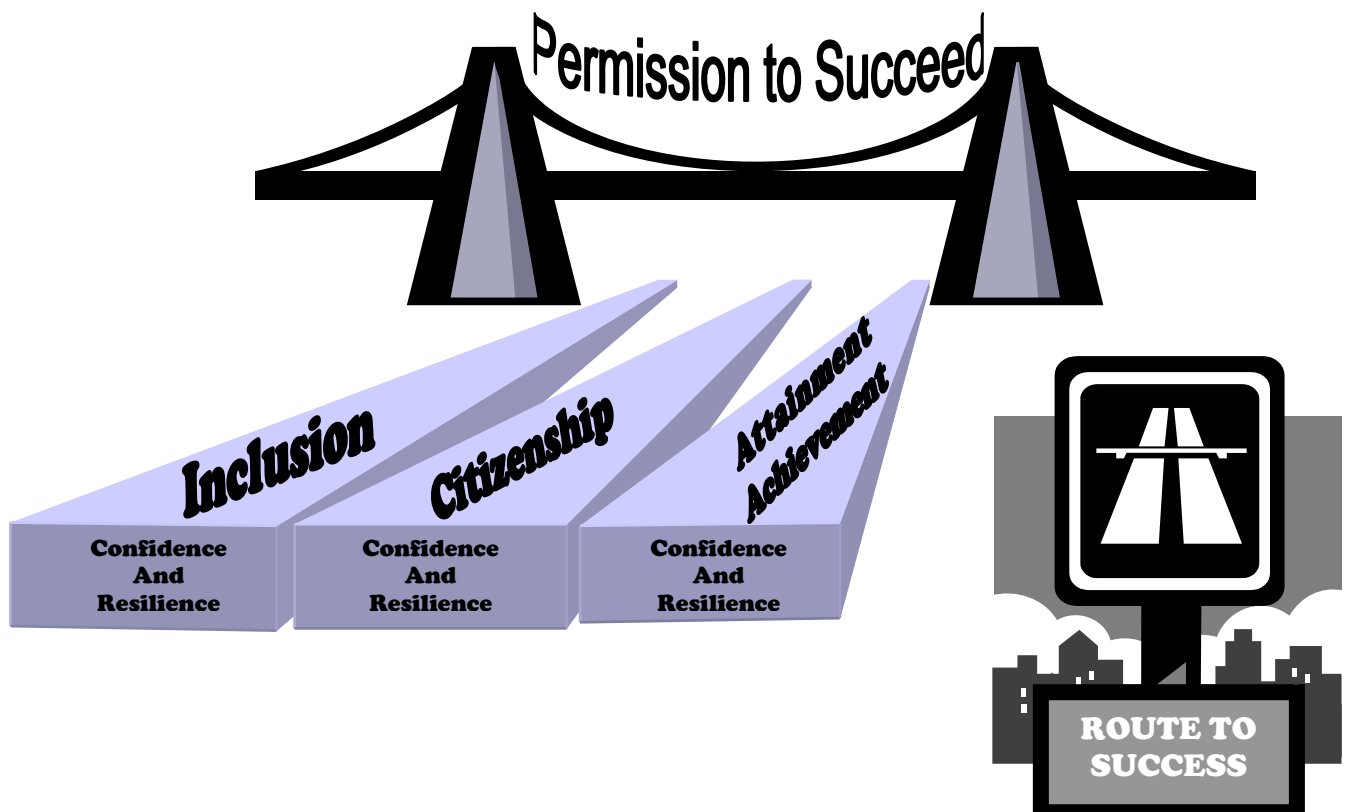
Our Vision for the future of Barrhead High School is that our young people believe that they **can** realise their aspirations; **can** reach for the stars; **can** go anywhere in the world and take their place with confidence and pride.

In addition to this core vision we will make certain that

- all our young people have the highest aspirations for their achievement and attainment
- the community of Barrhead is enriched by active young citizens
- barriers to inclusion are removed for all our young people

We will achieve this Vision by taking 4 strands of action linked to

- ✓ Confidence and Resilience
- ✓ Attainment and Achievement
- ✓ Citizenship
- ✓ Inclusion





How our Journey will be managed



See Appendices for Group Links for Monitoring and Evaluating



Our 4 Strands

1 FOUNDATIONS in CONFIDENCE and RESILIENCE

Pages 6 and 7

2 ROUTE to ACHIEVEMENT and ATTAINMENT

Pages 8 and 9

3 ROUTE to CITIZENSHIP

Pages 10 and 11

4 ROUTE to INCLUSION

Pages 12 and 13

**APPENDICES for COSTINGS and ARRANGEMENTS for
MONITORING and EVALUATING**

Pages 14 onwards



FOUNDATIONS in CONFIDENCE and RESILIENCE

Where are we now?

Discussions with staff, pupils and parents lead us to believe that a large number of our pupils lack confidence in their academic ability and in setting themselves aspirations and ambitions.

Where do we aim to go?

We wish to see that all our young people are confident and resilient as they face the challenges of adult life, so that their skills, abilities, mental and emotional wellbeing enable them to maximise their life chances.

Actions to support confidence and resilience

Year 1 – 2005-2006

- ◆ Identify year groups for focussed actions
- ◆ Use support organisations to baseline confidence with focussed year groups
- ◆ Create and resource Recording Studio
- ◆ Explore the potential of a Recording Studio facility for increased creative and enterprising opportunities.
- ◆ Plan future extra-curricular activities for art and music eg Sheboom; African Drumming art exhibitions; dance activity; additional school shows;
- ◆ Appoint Drama Teacher by June 2006 to increase capacity for creativity in the Arts.
- ◆ Project Director to familiarise with Carlibar Primary School Muse E project and create an Action Plan for Year 2
- ◆ Plan the potential use of additional staffing within expressive arts eg establishing memorable events within the school calendar will allow more pupils to raise their achievements
- ◆ Exploit video-conferencing links with New York students, using NASA Digital Learning Network material to promote confidence and resilience
- ◆ Promote and publicise achievements in extra-curricular sporting events
- ◆ Investigate opportunities for staff to be empowered through Connected Leadership
- ◆ Identify providers of Residential Training Courses to facilitate confidence through intensive arts based work
- ◆ Raise parental and community involvement in supporting confidence and resilience – using Educational Psychologists for specialist input
- ◆ Expand internal reward systems, displays of pupil work
- ◆ Investigate formal reward systems eg Prize Givings
- ◆ Investigate using motivational speakers for appropriate year groups
- ◆ Highlight career pathways of former pupils, using Achievers UK website
- ◆ Baseline 5 Higher group for S6 e-mentoring pilot
- ◆ Audit curricular subject 'out of school' experiences and prepare recommendations for Year 2
- ◆ Produce DVD about Barrhead High School for P7 intake 2006-2007
- ◆ Develop school web-site with pupil group

Year 2 – 2006-2007

- ◆ Drama will be used to build confidence through performance opportunities
- ◆ Drama will be built into PSE courses and other curricular course areas to build confidence and resilience

- ◆ Continue to develop opportunities in the expressive arts – focusing on confidence and increased achievements - using additional staffing
- ◆ Implement Action Plan related to Muse E Project
- ◆ Run e-mentoring pilot for 8 pupils in S6 and assess feasibility of expansion
- ◆ Run and evaluate Residential Courses for all S2 pupils
- ◆ Investigate projects for all S2 pupils to participate in following on from Residential Courses
- ◆ Build on strategies identified from baseline measuring of confidence
- ◆ Update school website with focus links on confidence building
- ◆ Involve staff in Motivational Techniques in the classroom to raise pupil confidence
- ◆ Develop motivational sessions for selected year groups
- ◆ Use strategies to build self confidence and enhance self esteem within the classroom.
- ◆ Plan an ‘Aimhigher’ initiative for S5/S6 in year 3

Year 3 – 2007-2008

- ◆ Develop the ‘Aimhigher’ initiative with new S5/S6 pupils
- ◆ Continue to support parents in building confidence and resilience within their children
- ◆ Maintain the links with community agencies that promote the positive aspects of our young people
- ◆ Evaluate Year 2 Residential Courses and put together a package for S2 pupils
- ◆ Review confidence building strategies from Year 1 and Year 2 and adopt or amend successful approaches
- ◆ Build-on expanding Drama in the curriculum
- ◆ Assess and build-on success of a variety of in-class confidence raising strategies in the context of effective Learning and Teaching

How will we know if we are on the right route?

MILESTONES

- ◆ Before and after interview evidence on confidence – Feel Good DVD
- ◆ Evaluations from Residential Courses
- ◆ Support Organisations feedback on pupil confidence
- ◆ Responses from Parental Support Groups
- ◆ Evaluations from e-mentoring group
- ◆ Large range of extra-curricular activities reflecting preferences of the pupils
- ◆ Web site promoting Barrhead High School as a School of Ambition with associated hyperlinks
- ◆ Staff secure in using techniques with their learning and teaching practices that promote confidence
- ◆ Pupil feedback from ‘Aimhigher’ initiative
- ◆ Drama lessons embedded in PSE and within option sheet

How to sustain the Route to Confidence after 2008

We will ensure that the philosophy of promoting confidence, and the use of strategies to ensure this happens throughout the school, will be underpinned by embedded targets in all Strategic and Operational Planning from 2006 onwards. Our three years of funding from the Programme should help us learn to maximise the potential of creative and enterprising arts activity, in building confidence in our young people. We will simultaneously seek out sources of funding for sustainability of the most costly of our innovations – residential opportunity – for example through parental contribution or traditional fund raising. We will explore sponsorship from our partners.

Initially dependent on ‘outside’ providers, we will work towards a point where our own staff are upskilled and empowered to undertake leadership of expanded arts activity for confidence.



ROUTE TO ACHIEVEMENT AND ATTAINMENT

Where are we now?

During recent informal interviews with a selection of pupils from all year groups it was found that significant numbers had few aspirations related to their future working lives and greatly underestimated both their achievements and academic attainments.

Where do we aim to go?

We will encourage all our young people to develop the highest aspirations for their achievement and attainment, so that all future options - whether higher education or fruitful employment - are open to them.

Actions to support Achievement and Attainment

Year 1 – 2005-2006

- ◆ We will gather information from East Renfrewshire Council's EMIS unit to support predictions of grades for all S3 and S4 pupils and agree targets
- ◆ We will ascertain current aspirations of S1, S2 and S3 pupils and in conjunctions with predicted grades identify pupils whose potential is not being fulfilled. We will involve parents at this stage and use Personal Learning Planning to support necessary intervention
- ◆ Subject departments will identify the more able children in S3 and strategies will be planned to ensure that both the child and their parents are supported in their progression of National Qualifications
- ◆ Following S4 Prelim examinations and S3 examinations we will identify pupils who are underperforming and seek solutions to address concerns
- ◆ Subject departments, along with Guidance staff, will be supported in looking at links with associated careers to support creating and building aspirations in all our young people
- ◆ Pilot Supported Study in S1 and S2 in preparation for high achievement and attainment in National Qualifications
- ◆ We will baseline measure current S5 pupils undertaking 5 Highers to facilitate the identification of 8 pilot students for a 'e-mentoring' project in Year 2
- ◆ Start the recruitment process for a Teacher of Writing across the curriculum and develop this role within subject departments
- ◆ Plan the potential use of additional staffing within expressive arts eg establishing memorable events within the school calendar will allow more pupils to raise their achievements
- ◆ Investigate costings, of hardware/software, staff development to implement a networking solution for ICT in every classroom to facilitate tracking.
- ◆ Guidance staff will pilot logging achievements within the school and in the community with a small group from each year group. At the end of Year 1 recommendations will be made regarding the feasibility of this initiative
- ◆ Investigate new sources for Work Shadowing and Community Placements

Year 2 – 2006-2007

- ◆ New Drama teacher will present National Qualification courses to S3 and S5/6 pupils to raise attainment.
- ◆ Implement the 'best fit' solution to allow tracking of pilot S2/S3 pupils
- ◆ Continue to build-on raising attainment in S4 and S5 following on from successful strategies used in Year 1 – ensuring the highest ambitions for every pupil
- ◆ Develop further subject links with the world of work.
- ◆ Develop new sources for Work Shadowing and Community Placements

- ◆ Initiate focal parent groups to support the school in raising the focus of achievement and attainment
- ◆ Use Support Organisations to establish pupils' views of learning experiences and develop the outcomes where necessary
- ◆ Provide further opportunities for vocational qualifications S3-S5, using College links
- ◆ Set-up mentoring groups with a pilot year group to build on aspirations and ambitions
- ◆ Build on supported study from Year 1 into years groups S1 and S2 adding, where necessary, positive experiences from initial year
- ◆ 8 S6 students will pilot an 'e-mentoring' project
- ◆ Recommendations from feasibility study of logging achievements to be implemented and developed
- ◆ Target appropriate groups to support writing across the curriculum

Year 3 – 2007-2008

- ◆ Build on good practice achieved in Years 1 and 2 in raising attainment and achievement
- ◆ Tracking to be implemented into year groups S1-S4
- ◆ Build on Parental focus groups to raise aspirations and ambitions of their children
- ◆ Drama to be further developed to raise confidence in focus groups of pupils where insecurities are an issue
- ◆ Supported Study programme in S1/S2 will be targeted at meeting the needs of these year groups
- ◆ Writing across the curriculum will be targeted at needs of the pupils in Session 2007-2008
- ◆ Successful strategies implemented from the Support Organisations will be further developed

How will we know if we are on the right route?

MILESTONES

- ◆ Increased performance at 5-14 and SCQF Levels
- ◆ Increased numbers going onto higher education
- ◆ Increased staying on rates
- ◆ Increased number of young pupils succeeding in 5 courses at higher level
- ◆ Pupils will have an identified mentor
- ◆ Evaluation of e-mentoring pilot
- ◆ Uptake of nNQs in drama is substantial
- ◆ Improved writing across the curriculum – evidence in Department Audit
- ◆ Tracking system being utilised
- ◆ Early warning meetings on under-performance and supporting PLPs
- ◆ Extension programmes in place for more able pupils
- ◆ SELS evidence and linked implementation plans
- ◆ Increased uptake in vocational course opportunities

How to sustain the Route to Achievement and Attainment after 2008

Within the context of East Renfrewshire's response to Curriculum for Excellent, we will ensure that targets for continuing improvement in achievement and attainment are to the forefront in Strategic and Operational Planning. Since our high performing local authority will always prioritise achievement and attainment we can be confident that Local Improvement Objectives will challenge and support our school in sustaining this aspect of our Plan.



ROUTE TO CITIZENSHIP

Where are we now?

The citizenship agenda in Barrhead High School is currently embedded in - Social and Moral Responsibility (covered in PSE/RE), Community Involvement and Political Literacy, currently promoted through Pupil Council involvement.

Where do we aim to go?

We now aim to enrich the community of Barrhead with active young citizens who will be able to influence the future of their community at a time of regeneration, taking part in planning groups and being confident partners in any consultation processes.

Actions to support Citizenship

Year 1 – 2005-2006

- ◆ Ensure existing councils within the school are well supported
- ◆ Liase with Dialogue Youth and SCCYP office to further empower young people
- ◆ Support early work of Eco-school group
- ◆ Raise a target of at least £1,000 for Seed of Hope, Kenya and continue sponsor ship of Agnes Njeri
- ◆ Train senior pupils as peer mediators and ensure Succession Planning for future trainers
- ◆ Liase with Cluster primaries to identify trained mediators from current P7
- ◆ Research Columba Ambassador training and other leadership training opportunities for young people linking to citizenship
- ◆ Reflect on S6 student as co-opted School Board member/Parent Council
- ◆ Work with Cllr E Phillips to arrange ‘surgeries’ for young people based in Barrhead High School
- ◆ All councils to be informed of implementation plan
- ◆ Explore the possibility of a Citizenship Summit for a single year group in Year 2
- ◆ Social Justice and Inclusion Manager to identify volunteer groups within the community with which our pupils can work with eg Voluntary Action
- ◆ Research what our pupils can get involved in related to the life and concerns of their neighbourhood and community
- ◆ Pupil councils create traffic light report on Standards and Quality for start of Year 2
- ◆ Establish links to other local regeneration and community initiatives (Barrhead Heritage Project, Regeneration Programme, Barrhead.com and school based community Radio project)

Year 2 – 2006-2007

- ◆ Continue to enrich the pupil council sphere of activity within the school
- ◆ Establish Prefects for S6 to promote citizenship throughout the school and community
- ◆ Plan a Citizenship Summit for an agreed year group
- ◆ Invite and encourage local councillors, politicians to enhance our young people’s political awareness
- ◆ Social Justice and Community Manager to facilitate a community involvement placement for at least 50% of S6 students
- ◆ Identify a project that will have a transforming effect for the community.
- ◆ Pilot pupil involvement in school visits linked to Recruitment and Selection of staff
- ◆ Re-audit the curriculum for citizenship strands/themes/threads on the economy, democratic institutions and value

- ◆ All departments to include in their operational plan 2 Actions to increase citizenship and/or pupil participation
- ◆ Promote through community projects our pupils' spiritual, moral, social, cultural development and leadership skills.

Year 3 – 2007-2008

- ◆ Building on leadership experiences gained in Residential Courses selected S3 pupils will identify and participate in a community project that will transform the community
- ◆ All year groups will have PSE lessons that discuss their rights and responsibilities as active citizens of the society in which they live
- ◆ All year groups will have PSE lessons that encourage respect for different national, social, religious and ethnic identities
- ◆ Move towards certification eg MV Awards, ASDAN Awards or similar to recognise achievements within the community

How will we know if we are on the right route?

MILESTONES

- ◆ At least 10% of pupils represented on Year Group Councils
- ◆ Student at 'Seed of Hope – Kenya' continues to be sponsored
- ◆ Acceptable number of peer mediators drawn from S2 and S6
- ◆ School pupils supporting Community events
- ◆ Prefects supporting Community events
- ◆ Community events linked to Residential courses
- ◆ Pupil Section within the Standards and Quality Report
- ◆ Certification embedded into recognition of achievement
- ◆ Increased performance level against relevant HIGIOS indicators

How to sustain the Route to Active Citizenship after 2008

From 2008 we will expect greater evidence of established and expanding Pupil Council work. Our Operation Planning and Standards and Quality Reporting will automatically involve pupil input. We will expect pupil consultation to be mainstreamed.

We will commonly find that our pupils are involved in projects the wider community. Our Strategic Plan for 2008-2011 will have innovative targets for citizenship; these will be reflected in Operational Plans.



ROUTE TO INCLUSION

Where are we now?

Over the last 5 years Barrhead High School has made significant progress to ensure that all young people living within the community of Barrhead are educated in mainstream education which supports the philosophy that all young people should learn, play and live with each other.

Where do we aim to go?

We aim to ensure that all barriers to inclusion are removed for all our young people as we prepare them for the World of Work and Active Citizenship.

Actions to support Inclusion

Year 1 – 2005-2006

- ◆ Identify a suitable timeslot to build on staff's existing skills using the national training DVD
- ◆ Liaise with Social Justice Manager on establishing routes to support identified vulnerable pupils
- ◆ Explore the potential that entrepreneurial education can have in stimulating disaffected young people
- ◆ Explore the needs of the community in relation to anti-racist education
- ◆ Link with Springhill Primary School and St Marks Primary School on their joint anti-sectarianism project
- ◆ Establish strong links for Multi-Agency meetings to support vulnerable pupils identified by the Joint Support Team
- ◆ Investigate barriers to Work Experience for pupils with Additional Support Needs

Year 2 – 2006-2007

- ◆ Identify training needs of the staff to continue supporting all our pupils with their varying needs
- ◆ Revisit routes established by the Social Justice Manager to support vulnerable pupils and modify where necessary
- ◆ Extend anti-racist education within PSE lessons and pupil assemblies
- ◆ Review Multi-Agency links and address concerns should they arise to ensure that pupils receive the correct support when in vulnerable situations
- ◆ Through strong communication links, establish support strategies for parents with children who have Additional Support Needs (this will include 'gifted' children)
- ◆ Plan long-term commencement to Work Experience in S4 for pupils with Additional Support Needs

Year 3 – 2007-2008

- ◆ Consolidate on good practice established in Years 1 and 2
- ◆ Identify areas of concerns relating to barriers for inclusions and prepare an Action Plan to address these issues
- ◆ Confer with parents to ensure that all pupils have access to their attainments and achievements
- ◆ Review the community perception of inclusion and promote examples of good practice
- ◆ Evaluate extended work experience placements for pupils with Additional Support Needs and address any concerns for new S4 pupils in Year 3



How will we know if we are on the right route?

MILESTONES

- ◆ Staff will display skills required for teaching classes containing pupils with Additional Support Needs
- ◆ Routes will be established to support vulnerable pupils within Barrhead High School
- ◆ Free Meal Entitlement and Education Maintenance Allowance will be made known to all our parents
- ◆ Entrepreneurial education will be established within the curriculum
- ◆ Curriculum will reflect the needs of all our young people
- ◆ Anti-racist education and anti-sectarianism will be firmly established within the ethos
- ◆ Strong multi-agency workings will be a core activity in supporting vulnerable pupils
- ◆ Youth Counsellor will have an established role within the school
- ◆ Parents will have strong links with the school in relation to supporting their child through secondary education
- ◆ Pupils with Additional Support Needs will have barriers removed to work experience in s4
- ◆ Year-on-Year reduction in exclusions



How to sustain the Route to Inclusion after 2008

Having started out from a position of strength in inclusion practices, we will find in Barrhead High School a model of excellence, in the context of the Education (Additional Support for Learning) (Scotland) Act 2004. This will be sustained through targets in Strategic and Operational Planning.