

Supporting Improvement: Standards and Quality Report



The summary report is provided for parents/carers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

Our achievements and improvements this year.

We would like to highlight the following improvements/achievements:

During session 2018-2019 all the members of staff at Glasgow Gaelic Secondary have worked to ensure the best outcomes for all the young people. Staff are all involved in identifying our establishment's strengths and areas for development and all members of staff are encouraged to take an active role in developing and improving outcomes for all.

In this session our improvement plan focussed on the following areas:

Key developments

We have increased our knowledge and understanding of pedagogy and equity this session building capacity in our classrooms and improving the learning experiences of our young people. Through our own Continuous Professional Development, planned training and staff meetings we have established a shared understanding of key learning strategies and this has enabled us to plan more effective learning environments and experiences to suit the needs of each pupil. By working in partnership with outside agencies e.g. SDS, MCR Pathways, Career Ready we can support the progress and development of our young people in skills of learning, life and work.

The staff team also had the opportunity to increase their own skills and knowledge in leadership. We worked with a former HT Willie Wight a Columba 1400 consultant, to establish an SGG Leadership Academy. This allowed the staff to recognise their own strengths and areas for development and provide whole school support to build capacity in middle leadership and future potential in un-promoted staff.

Developments in Learning and teaching and assessment

Across all subjects in the Secondary the staff have reviewed the course outlines, lesson plans and outcomes for learning and teaching in BGE. Account has been taken of the responsibility of all in literacy, numeracy and health +well-being resulting in improved cohesion of skills, knowledge and outcomes across the school. Young people have been involved and consulted on what they would like to learn building on prior knowledge and ensuring that pupil choice, interest and motivation are included.

Through Glasgow's Improvement Challenge funding, PT acting posts in Literacy and Numeracy provided an opportunity to identify where there were gaps in courses and where there were inconsistencies in practice across the school. The posts also supported assessment of learning and identified strategies for all staff to use to improve learning and teaching. The success is continuing to be monitored but through class observations there is improved knowledge and understand of skills in different contexts.

The PT Skill for learning life and work acting post has successfully introduced the MCR Pathways mentoring programme for our young people, further developed the "Mock Interview" sessions with a wider range of businesses and agencies involved and also developed the skills/ opportunities database to identify the interests and aspirations of our young people. The database is used to ensure when opportunities are offered that the right pupil is matched.

We have also further developed our planning and assessment systems to support the needs of our young people working with colleagues in school but including networks of colleagues in other GME establishments. The local and national advice for sharing the standard and guidance from SQA and other qualification bodies are used effectively and robustly.

The support for pupil colleagues including support for learning and pastoral care, ensure that they provide advice and guidance on a range of issues and also keep up to date with changes in society. The Period Poverty campaign was implemented very successfully with all the school being provided with information and some of our young people taking responsibility to lead at assembly, provide support to others and ensure stocks are available.

We continue to embed nurturing principles within our school community in line with Glasgow's guidance for schools across the city. The staff team use a range of strategies to support pupils within their classes and this is extended to our young people involved in the life of the school.

Our parent partnership activities evolve and develop each session, depending on the needs of the children and families. We strive to ensure all families have sufficient information on Gaelic Medium education and offer opportunities for them to develop their language support and acquisition through our partnerships e.g. Glasgow Life, Gaelic4parents, Saturday morning classes.

Progress in promoting wellbeing, equality and inclusion

We continue to work towards the LGBT Bronze Award with all staff and young people involved in raising awareness and ensure our young people are fully informed and supported. Throughout the session we have been incorporating a Growth Mindset approach with all our young people. This has permeated throughout the school environment, in our interactions with the pupils, recognising achievements or improvements, the language we use and also ensuring that the young people observe the adults adopt this approach. The characteristics of effective learning are highlighted in our day-to-day interactions during planned experiences and in one-to-one learning conversations with the pupils in our classes. Through promoting the skills of resilience, creativity, curiosity, positivity and perseverance we are fostering pupil abilities to reflect on their approach to learning and overcoming challenges. Our observations have shown that most of our young people are more willing to challenge themselves but others require support to recognise that some things cannot be achieved immediately and that effort and perseverance is needed.

The successes and achievements have been displayed consistently throughout the session, highlighted at class assemblies and shared on our social networks.

Progress learning/raising attainment and recognising achievement.

Attendance.

Our increased focus on pupil attendance, which is well above the Glasgow average, demonstrates that our young people and families recognize the importance of regular school attendance leading to improved learning, achievement and attainment.

Establishment	2012/13	2013/2014	2014/15	2015/16	2016/17	2017/18	2018/19
SGG	95.5%	95.9%	95.8%	95.7%	95.7%	94.8%	94%
Glasgow schools	91.2%	91.5%	91.1%	91.1%	90.7%	90.6%	90.6%

Positive Destinations.

The transition of our young people to positive destinations with support from Skills Development Scotland, has been consistently high with 61% of our pupils transferring to Higher Education.

School	Return	Higher Education %	Further Education %	Training %	Employment %	Voluntary Work %	Activity Agreements %	Unemployed Seeking %	Unemployed Not Seeking %	Not Known %	Total Leavers	Positive %	Other %	Percentage Point Change
Glasgow Gaelic Secondary School 2015/16	Initial	62.1 %	17.2 %	0.0 %	20.7 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	29	100.0 %	0.0 %	-3.4 %
	Follow Up	58.6 %	17.2 %	0.0 %	20.7 %	0.0 %	0.0 %	0.0 %	0.0 %	3.4 %	29	96.6 %	3.4 %	
Glasgow Gaelic Secondary School 2016/17	Initial	70.0 %	16.7 %	0.0 %	6.7 %	3.3 %		3.3 %			29	96.7 %	3.3 %	0.0 %
	Follow Up	70.0 %	20.0 %	0.0 %	6.7 %				3.3 %		29	96.7 %	3.3 %	
Glasgow Gaelic School 2017/18	Initial	61.0 %	12.2 %	0.0 %	19.5 %	4.9 %	0.0 %	2.4 %	0.0 %	0.0 %	41	97.7 %	2.4 %	-5.0 %
	Follow Up	61.0 %	7.3 %	0.0 %	19.5 %	4.9 %	0.0 %	7.3 %	0.0 %	0.0 %	41	92.7 %	7.3 %	

Attainment

We continue to perform strongly from S4-S6.
 86% of S4 attained 5 or more qualifications at N5.
 57% of S5 attained 5+ Highers.
 33% of our young people on S6 attained 7+ awards.

	2015	2016	2017	2018	2019
Percentage of S4 achieving (based on % Cumulative Achievement)	% Achieved SCQF Level 4	% Achieved SCQF Level 4	% Achieved SCQF Level 4	% Achieved SCQF Level 4	% Achieved SCQF Level 4
1 or more awards	100.0%	100.0%	100.0%	98.2%	98.5%
2 or more awards	100.0%	100.0%	100.0%	98.2%	98.5%
3 or more awards	100.0%	100.0%	100.0%	96.4%	98.5%
4 or more awards	96.4%	100.0%	100.0%	96.4%	98.5%
5 or more awards	96.4%	97.6%	100.0%	96.4%	97.0%

	2015	2016	2017	2018	2019
Percentage of S4 achieving (based on % Cumulative Achievement)	% Achieved SCQF Level 5	% Achieved SCQF Level 5	% Achieved SCQF Level 5	% Achieved SCQF Level 5	% Achieved SCQF Level 5
1 or more awards	100.0%	100.0%	100.0%	98.2%	98.5%
2 or more awards	100.0%	97.6%	100.0%	96.4%	98.5%
3 or more awards	96.4%	95.2%	95.6%	96.4%	95.5%
4 or more awards	92.9%	92.9%	93.3%	96.4%	92.4%
5 or more awards	85.7%	85.7%	88.9%	90.9%	87.9%

By the end of S5 achieving (based on % Cumulative Achievement)	% Achieved SCQF Level 6	% Achieved SCQF Level 6	% Achieved SCQF Level 6	% Achieved SCQF Level 6	% Achieved SCQF Level 6
1 or more awards	78.4%	93.1%	90.0%	91.1%	87.0%
2 or more awards	64.9%	89.7%	80.0%	84.4%	79.6%
3 or more awards	59.5%	72.4%	67.5%	80.0%	74.1%
4 or more awards	48.7%	62.1%	65.0%	71.1%	59.3%
5 or more awards	29.7%	44.8%	50.0%	57.8%	48.2%
6 or more awards	13.5%	24.1%	15.0%	13.3%	27.8%

	2015	2016	2017	2018	2019
By the end of S6 achieving (based on % Cumulative Achievement)	% Achieved SCQF Level 6	% Achieved SCQF Level 6	% Achieved SCQF Level 6	% Achieved SCQF Level 6	% Achieved SCQF Level 6
1 or more awards	94.6%	80.6%	92.3%	90.0%	95.6%
2 or more awards	91.9%	72.2%	92.3%	90.0%	95.6%
3 or more awards	89.2%	66.7%	88.5%	87.5%	88.9%
4 or more awards	86.5%	63.9%	76.9%	75.0%	82.2%
5 or more awards	75.7%	50.0%	73.1%	72.5%	80.0%
6 or more awards	56.8%	36.1%	61.5%	52.5%	62.2%
7 or more awards	32.4%	27.8%	42.3%	22.5%	33.3%

As well as the priority improvements this session we have also been successful in developing other areas:

- We continued to develop leadership and pupil voice opportunities for pupils across the school including: House captains/vice-captains, Pupil Council, Sports leaders and year focus groups.
- Charities supported included MacMillan Cancer, Jeans for Genes, Santa Run, Glasgow's Hospital Charity and Moldova. This work truly represents our community living the school values.
- STEM and developing the young workforce were also key themes with a range of activities including STEM week, Jacob's engineering Challenge, British Science Week, and links with the Primary for class projects.
- Some of our staff have also worked with colleagues within our Learning Community to share practice in STEM. These professional visits have been invaluable in helping us improve our experiences for the young people and ensure the standard is maintained.
- Across the school we encourage healthy lifestyles and involve our young people in as many sporting activities as possible. With support from our Active Schools co-ordinator our success in after-school clubs including netball, football, athletics and table tennis and general participation in a healthy lifestyle has resulted in SGG having the highest participation levels of all the schools in Glasgow with 53% of our young people involved.
- We had successful participation in athletics, gymnastics, netball and football with our young people attaining awards at local and national level.
- We continue to perform at the highest levels in Music with our young people and children from the Primary performing in the school orchestra and group ensembles on a regular basis. Our young people participated in the Glasgow Music festival and a range of other high profile events. The school choir is growing from strength to strength with support from volunteers and parents.
- All the events organised which included our families' engagement have been very well attended. We value the importance of working in partnership with our families and strive to ensure they feel part of our school. Successful events include:

Termly concerts showcasing the Gaelic musical and oral talents of all pupils

Pupil participation in the local and National Mods

Events raising the rprofile of the Glasgow2019 National Mod
Sùrdag Shamhraidh – Summer fling fundraiser
Health event – informative with active session and useful information on a range of issues.

Here is what we plan to improve next year.

Next session we will continue to focus on tasks to continually improve the work of the school, to raise the profile of the Gaelic language, increase the opportunities for our young people and to raise attainment and achievement.

Revise Promoting Positive Behaviour Policy (PPB) and embed recognising achievement across the school

Working with GME colleagues in the central belt and beyond we will to continue to work together in the process of Moderation to ensure there is a shared understanding of the standard expected within curricular areas at each Level within BGE.

Continue to improve literacy and numeracy and develop a mental health strategy for staff and pupils

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: headteacher@glasgowgaelic.glasgow.sch.uk

Our telephone number is: 0141 276 8500

Our school address is: 147 Berkeley Street, Glasgow, G3 7HP

Further information is available in our: the Secondary School handbook, Termly newsletters, School App, School website and Twitter page.