**Renfrewshire Council Children’s Services**

**2017 standards and quality report, self-evaluation**

**and 2017 – 2020 establishment improvement plan**

**Publication certificate**

**JOHNSTONE HIGH SCHOOL**

Please tick (✓)

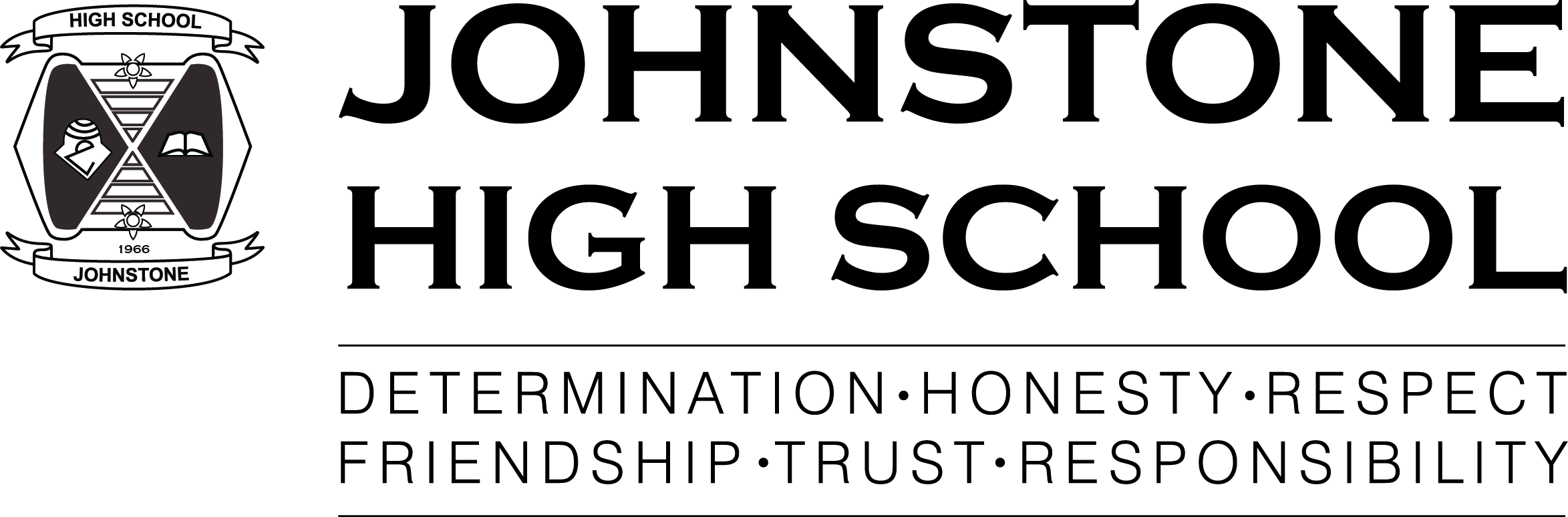
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| --- | --- | --- |
|  | **Yes** | **No** |
| **1. Our standards and quality report and self-evaluation:** | | |
| * follows the service’s guidance on the completion of standards and quality and self-evaluation; and | **x** |  |
| * identifies areas for development (which are detailed in our improvement plan) | **x** |  |
| **2. The plan addresses how we will work towards achieving national and Council priorities, as well as those of our school community** | | |
| * Do the actions within our establishment improvement plan work towards achieving excellence and equity for all learners? | **x** |  |
| * Does our plan address the four national improvement framework priorities of: * improvement in attainment, particularly in literacy and numeracy; * closing the attainment gap between the most and least disadvantaged children; * improvement in children and young people’s health and wellbeing; and * improvement in employability skills and sustained, positive school leaver destinations for all young people? | **x** |  |
| * Are our actions driven by the the key drivers in the national improvement framework (school leadership, teacher professionalism, parental engagement, assessment of children’s progress, school improvement and performance information)? | **x** |  |
|  |  |  |
| **3. The following stakeholders have been consulted the development of our plan and how they can contribute to the achievement of our priorities:** | | |
| * Parent council and / or parent forum | **x** |  |
| * Staff | **x** |  |
| * Learners | **x** |  |
| * Other partners, for example, the educational psychology service | **x** |  |
|  |  |  |
| **4. Equalities and human rights impact assessment column has been**  **ticked** | **N/A** |  |
| **5. We have taken into account implications for the working time agreement** | **x** |  |
| **6. A summary of our improvement plan has been produced for parents** | **To follow** |  |

Further discussion of the improvement plan will take place with your link education officer / manager early in school session 2017 / 18. Please indicate in the box overleaf if there are any specific aspects of your improvement plan or standards and quality report you would like to discuss with your link education officer.

|  |
| --- |
| Areas for discussion with link education manager: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Signature of head teacher/head of centre :** |  |  | **Date :** | 19th June 2017 |

Once completed, please return to your link education manager by 19 June 2017.





Renfrewshire Council Children’s Services

**Johnstone High School**

**Improvement plan**

**2017-2020**

##### Planning framework

As part of Children’s Services, Johnstone High School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children’ Services’ vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

Children’s Services has an agreed set of priorities which we will work towards:

* We are reducing inequalities and delivering improved outcomes for children and young people;
* High quality learning and teaching and quality of care is taking place in all our schools and establishments;
* Self-evaluation and performance improvement are embedded throughout services;
* Levels of attainment and achievement are improving for all children and young people;
* High numbers of our young people are entering positive and sustainable post-school destinations; and
* Vulnerable children and adults live as safely as possible within local communities

We also have to take account of the Scottish Government’s national improvement framework which provides a vision for education in Scotland, namely to:

* improve attainment, particularly in literacy and numeracy;
* close the attainment gap between the most and least disadvantaged pupils;
* improve children’s health and wellbeing; and
* improve children and young people’s employability skills so that they move into positive and sustained destinations

The priorities within this plan take into account both national and local priorities and also the needs of our school.

###### Our school’s vision and aims

We are a school community where everyone feels safe, valued and supported to achieve to their maximum potential. We deliver high quality learning experiences within a responsive and engaging curriculum that fully prepares our young people for the next stage in their lives. We are an ambitious school that has high expectations of learners, parents, partners and staff.

**Johnstone High School values**

Determination

Friendship

Honesty

Respect

Responsibility

Trust

**Johnstone High School aims**

1. To be a place that everyone is proud to belong to
2. To be a safe, nurturing and happy environment
3. To value everyone and provide opportunities for all
4. To provide excellent teaching and learning in every classroom
5. To ensure positive outcomes for all learners by developing the skills they need to compete in the modern world
6. To work in partnership with parents in the education of their children
7. To be a school firmly embedded in the heart of its community

Who did we consult?

In developing this plan we have used a variety of methods of getting the views of those who are involved in the life and work of Johnstone High School including:

* Meetings
* Emails
* Phone calls
* Drop in sessions
* Focus groups

We sought the views of staff via drop in sessions and through improvement plan focused meetings with senior and middle managers.

We also consulted with **pupil** focus groups, the pupil council and the **parent** council.

We have also consulted with our **partners** across and out with the Council to assist us in the delivery of our priorities. For the formation of the Improvement Plan for session 2017/18 we consulted with the following partners, and we thank them for their contribution:

* Skills Development Scotland
* The Home Link Service
* Our Educational Psychologist
* Our Community Learning and Development worker
* The school’s new Chaplaincy team
* Our HUB partner, Renfrewshire Leisure

How we will know if we are achieving our aims?

We will monitor and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this by the following methods:

* Whole school and departmental quality assurance calendars
* Review of the whole school and department quality assurance programme using the quality indicators from HGIOS4 indicators
* Weekly Senior Management Team meetings to discuss; administration, school improvement planning and strategic actions
* Regular Extended Management Team meetings with department and faculty Principal Teachers to discuss; administration, school improvement plans and strategic actions
* Regular department meetings to discuss administration and department improvement plans. Attendance by link SMT member whenever practicable.
* Scheduled link SMT and Principal Teachers' meetings to discuss school and departmental improvement: attainment, learning and teaching, improvement planning, Curriculum for Excellence, quality assurance, behaviour management and staff development.
* Closer look reviews of individual departments
* A programme of staff meetings on each in-service day
* Whole school working groups to develop a range of areas
* In school programme of support, linked to Local Authority programme of support, for student teachers and Newly Qualified Teachers
* Weekly head teacher drop in sessions after school
* Regular review of pupil and departmental performance in certificated courses through attainment tracking using SEEMIS Click & Go management information system.
* Pupil questionnaires and discussion groups on specific areas of development
* The school continues to actively seek the views of pupils, parents and staff through Education Scotland questionnaires

Each year we also complete a ‘standards and quality self-evaluation report’. This is monitored by Renfrewshire Council Children’s Services’ staff.

**Action Plan**

**School priority 1: Health and Wellbeing**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **NIF key driver** | **What we’re going to do** | **17/18** | **18/19** | **19/20** | **What is the expected impact**  **(on learners; staff; families etc)** | **How will we measure this?** | **HGIOS(4) QI** |
| Parental engagement  Assessment of children’s progress  School improvement | Pupil equity fund key strand 1: embed nurturing approaches, development of a nurture base for vulnerable pupils S1-3. | x | x | x | Increased parental engagement  Increased attainment  Reduced exclusions  Increased engagement  Increased participation for pupils in SIMD 1-3 | Parent focus meetings  Parental meetings  Attainment data - school BGE tracking and monitoring  Exclusion statistics  Pupil focus groups | 3.1  3.2 |
| School leadership  School improvement  Performance information | Pupil equity fund key strand 2: embed new house approach within Pupil Support to enhance outcomes for all pupils; with a specific focus on pupils from SIMDs 1-3 in S1-3 | x | x | x | Improved attendance  Increased attainment  Reduced exclusions  Increased participation  Increased engagement for pupils in SIMD 1-3 | Attendance statistics  Attainment data - school BGE tracking and monitoring  Exclusion statistics  Pupil focus groups | 1.3  3.1  3.2 |
| Teacher professionalism  School leadership  Assessment of children’s progress | We will establish a strategic approach to universal personal support. | x | x |  | Improved teacher/pupil relationships  Improved pupil/pupil relationships  Increased engagement  Increased attainment  Enhanced school ethos  95% of pupils have at least one key adult and feel safe in school | Pupil and staff questionnaires  Attainment data – SQA results, Insight, BGE and Senior Phase tracking and monitoring  Pupil focus groups | 2.3  3.1 |
| School improvement | Using a values approach, we will embed the language of the wellbeing indicators into the BGE curriculum. | x |  |  | Improved teacher/pupil relationships  Improved pupil/pupil relationships  Increased engagement  Increased attainment  Enhanced school ethos | Pupil and staff questionnaires  Attainment data – SQA results, Insight, BGE and Senior Phase tracking and monitoring  Pupil focus groups | 2.2  2.3  3.1 |
| School improvement | The PSE programme will be reviewed and refreshed to ensure it is relevant to our local context and meets the needs of JHS pupils. | x | x | x | Improved pupil understanding of wellbeing indicators  Improved relationships  Improved health outcomes | Pupil focus groups  Pupil and staff questionnaires  Darlington survey data | 2.2  2.3  3.1 |
| Performance information  School improvement | Opportunities for wider achievement will be embedded into the BGE curriculum and continue into the Senior Phase and will be carefully monitored and tracked to identify and address gaps. | x |  |  | Improved pupil opportunities  Improved attainment and achievement  Improved curricular engagement  Improved participation | Attainment data – wider achievement  Pupil focus groups  Pupil questionnaires | 2.2  2.3  3.1  3.2 |
| School improvement | Pupil leadership opportunities will be formalised and carefully monitored. S6 pupils will engage in ‘service to the school community’. | x |  |  | Increased engagement  Increased attainment  Increased participation  Enhanced school ethos  Improved leaver destinations | Attainment data – SQA results, Insight.  Pupil focus groups  Pupil Questionnaires | 1.2  1.3 |
| School improvement | The anti-bullying policy and practice at all levels across the life of the school will be reviewed to incorporate issues identified by Education Scotland. | x |  |  | Improved pupil/pupil relationships  Increased attainment  Reduced exclusions  Increased participation  Increased engagement  Enhanced school ethos | Attainment data – Insight, BGE tracking and monitoring  Exclusion statistics  Pupil focus groups  Parental meetings  Bullying log  SEEMIS behaviour statistics | 3.1 |
| Teacher professionalism | Establish a range of HWB collegiate groups for all staff. These will include, amongst others:   * + Health week   + Rights respecting schools   + Pupil and staff relationships   + Parental engagement   + Pupil voice   + Promoting positive behaviour   + School values   + Staff Welfare | x | x | x | Improved teacher/pupil relationships  Improved staff engagement  Reduced exclusions  Increased pupil participation  Increased pupil engagement | Pupil and staff questionnaires  Pupil focus groups  Exclusion statistics  SEEMIS behaviour statistics  Attainment data – BGE tracking and monitoring, Insight. | 1.2  1.3  2.3  3.1 |

**Action Plan**

**School priority 2: Learning, Teaching and Assessment**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **NIF key driver** | **What we’re going to do** | **17/18** | **18/19** | **19/20** | **What is the expected impact**  **(on learners; staff; families etc)** | **How will we measure this?** | **HGIOS(4) QI** |
| Teacher professionalism  School Leadership | Pupil equity fund key strand 3: support and upskill staff: embed the use and impact of teacher learning communities across all staff to enhance classroom practice. | x | x | x | Increased attainment  Increased staff knowledge, experience and confidence  Consistently higher standard of teaching and learning in classrooms  Increased pupil engagement for pupils in SIMD 1-3 | Attainment data – BGE tracking and monitoring, Insight.  Pupil and staff questionnaires  Pupil focus groups | 2.3  3.2  1.2  1.3 |
| Teacher professionalism | Audit teaching and learning across the school to identify, share and grow best practice. | x |  |  | Increased staff knowledge, experience and confidence  Consistently higher standard of teaching and learning in classrooms  Establish data baseline to inform future improvements | Pupil and staff questionnaires  Pupil focus groups  Learning walk feedback | 2.3  3.2 |
| School Improvement | Ensure new policies on learning, teaching and assessment involve all stakeholders. | x |  |  | Increased parental engagement  Increased staff knowledge, experience and confidence | Parental meetings  Parental focus groups  Learning walk feedback  Pupil focus groups  Staff focus group | 2.3  3.2 |
| Teacher professionalism  School Improvement | Establish a programme of learning walks for all staff, linked to TLCs, to improve identified aspects of individual teachers’ practice. | x | x | x | Increased attainment  Increased staff knowledge, experience and confidence  Consistently higher standard of teaching and learning in classrooms  Increased pupil engagement | Learning walk feedback  Attainment data – BGE and senior phase tracking and monitoring, Insight.  Pupil and staff questionnaires  Pupil focus groups  Staff focus groups | 2.3  3.2  1.2  1.3 |
| Teacher professionalism  School Improvement | Collaboratively establish an agreed set of expectations around ‘the JHS lesson’. This will include basic routines, differentiation, a range of methodologies, S4LLW/HOTS and pupil voice. | x |  |  | Increased attainment  Increased staff knowledge, experience and confidence  Consistently higher standard of teaching and learning in classrooms  Increased pupil engagement | Attainment data - BGE and senior phase tracking and monitoring, Insight.  Pupil and staff questionnaires  Pupil focus groups  Staff focus groups | 2.3  3.2 |
| Assessment of children’s progress | Review our assessment procedures in the BGE to include embedded use of benchmarks, standardised assessments and moderation. | x | x | x | Increased staff knowledge, experience and confidence towards assessment  Increased attainment and achievement in the BGE | Attainment data – BGE tracking and monitoring, benchmarks supporting teacher judgement.  Pupil and staff questionnaires  Pupil focus groups  Staff focus groups | 2.3  1.1  1.2 |