**1. Context of school**

Johnstone High School is a six-year non-denominational school in the Johnstone area of Renfrewshire. The school’s main catchment area covers Johnstone and the surrounding areas of Howwood, Kilbarchan and Lochwinnoch. The school has 7 associated primary schools. The catchment areas are a mix of local authority, traditional and new housing in both urban and rural environments. Many pupils are bused to school from the furthest villages. There is an active, oversubscribed parent council that has been in place for almost two sessions.

The school roll is currently 938 and projected at 962 for session 17/18. The percentage of pupils claiming free school meals is 18.43%. 21 pupils are ‘looked after’ (13 at home) and at any time 80-100 are supported through the ‘extended support team’ framework.

The SIMD profile of the school is 44% of our students come from SIMD 1-3.

Johnstone High School has a new vision and associated aims and values that were drawn up after a full stakeholder consultation in 2016/7. Together these will form the ethos and working practices of Johnstone High School. Finally, the school’s inspection report was published on the 21st of March 2017 and this informs our improvement agenda moving forward.

**2. Review of previous year’s priorities**

**School improvement plan 2016/17**

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| **Improvement action** | **Progress / Comment** |
| We will develop a shared positive and inclusive school ethos. | Mostly achieved. New vision/values and aims in place. Nurturing approaches have been introduced via in-services. New behaviour management policy and reward ceremonies in place. House system re-launched. Strong parent council in place. Communication improved via refreshed newsletter/social media. Ongoing: action MVP, further develop pupil council, action celebrating wider ach. |
| We will improve attainment, particularly in literacy and numeracy | School and dept SQA action plans in place. Top 20% attainment holding strong. Improving links with cluster primary schools. Ongoing: embedding Insight, some improvement in attainment data against self but less so against VC. As per ES report, there are ongoing issues with numeracy but literacy is showing early signs of improvement. |
| We will reduce the attainment gap between the most and least disadvantaged learners. | Improved tracking and monitoring, and identification of pupils in SIMD 1 /2. Mentoring has been in place. TPC and parent in partnership programmes successfully delivered. SLDR jumped 6% to record high of 92%. School successfully taps into widening access programmes in senior school. Ongoing: strategies to support attainment of pupils in SIMD 1 /2. |
| We will develop a curriculum that meets the needs of all learners. | Have beaten SLDR target for this session (86 – 92%) as a result of close working between PL and PTPSs and close tracking of vulnerable leavers. TPC implemented successfully. Ongoing: as per ES report, consultation process on BGE curriculum ongoing. Early stages of introducing SQA wider achievement awards and new short courses (poor uptake has impacted this). S4LLW still to be embedded. Formalised links with employers to be actioned. |
| We will strive for excellence in learning and teaching and will use robust and targeted assessment of progress. | Class observation programme in place. In house CPD programme provided this session. Tracking and monitoring has improved, linked to earlier intervention. Engaging with parents group looking at reports – quality has improved.  Ongoing: some staff have engaged with professional enquiry and evidence based approaches (RAFA). Peer partner observations not actioned. Not actioned LT showcase event planned for Aug 17. |
| We will ensure school improvement by using robust self evaluation and performance information. | Quality assurance calendar now embedded with evidence from all levels. 3 year rolling self-evaluation process using HGIOS4 for school/dept in place. Closer look in SS took place. ES questionnaires actioned via inspection. Management and leadership planning process in place. |
| We will develop staff and learner leadership at all levels. | In house staff CPD programme in place. Aspiring leaders (in school and authority) introduced. Strong programme for NQTs and student teachers. Senior school volunteering and leadership has grown.  Ongoing: further develop PRD process and GROW approach. Stronger pupil voice required at all levels. |
| We will improve learner health and wellbeing and will focus on safeguarding, equality and anti-bullying. | Pastoral have moved into shared area. Counselling service in place – more required! Hearty Lives has been successfully implemented. Nurture training has taken place.  Ongoing: implementation of MVP. Nurture research to establish baseline has not happened. |

**3. Quality indicators and evaluations**

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| QI 1.3 Leadership of change | Evaluation  SATISFACTORY |

Evaluative statement:

* There is a clear vision for what the school can achieve and a drive to ensure the highest possible standards for pupils
* The school has undergone significant change that has been welcomed by most staff. There is an improving climate and ethos.
* Improvement planning should be more streamlined, strategic and structured with a manageable set of priorities which includes health and wellbeing
* The voice of young people should be stronger
* Staff need to develop their understanding of and involvement in leadership of change, supported by a collegiate culture of shared decision making

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| QI 2.3 Learning, teaching and assessment | Evaluation  SATISFACTORY |

Evaluative statement:

* The school is calm and orderly and most pupils are ready to learn and take responsibility for their learning experience
* Staff are aware of the importance of structured lessons with clear success criteria and learning intentions. There are examples of good practice and a range of methodologies in individual classes and subject departments.
* There needs to be a higher priority to pupil feedback and plenary sessions.
* Pupils are too passive in their learning. There needs to be more active and cooperative strategies with pupils leading their learning.
* Pace and challenge in the BGE is too slow. There needs to be more differentiated methodologies, resources and assessment strategies.
* We need to focus on assessment within the BGE to develop a stronger, shared understanding of the standards required within and across levels. Along with a commitment to moderation, the new benchmarks and standardised assessments will support this.
* We need to further refine our approach to tracking and monitoring and review our reporting procedures to ensure that pupils and parents are fully informed and involved about levels of attainment and progress.

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| QI 3.1 Ensuring wellbeing, equity and inclusion | Evaluation  SATISFACTORY |

Evaluative statement:

* Most pupils experience positive relationships with most of their teachers and peers, however this is not a consistent experience for all learners all of the time.
* The Pupil Support structure and EST framework provide quality support to identified vulnerable learners.
* Not all pupils feel they have a key adult they can go to within the school. A whole school strategic approach to universal support needs to be embedded.
* Across classrooms, young people are not consistently engaged in high quality discussions about wellbeing and many would benefit from a better understanding of this.
* The PSE programme should better reflect the local context and the choices our pupils are making at the various stages of their lives.
* There is an inconsistent picture of pupils engaging in leadership, extra-curricular and wider achievement opportunities. We need to track and monitor this and support all pupils to participate.
* ASN pupils do not take enough responsibility for their own learning and their progress requires more rigorous monitoring and tracking to identify appropriate interventions and improve outcomes.
* Through both the canteen service and curricular provision, there is a need to address all aspects of the Health Promotion and Nutrition Act with a focus on diet, exercise, mental health and water to drink.

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| QI 3.2 Raising attainment and achievement | Evaluation  SATISFACTORY |

Evaluative statement on progress:

* Attainment in literacy and numeracy
  + We are performing below VC in both literacy and numeracy
  + We need to develop more robust assessment and moderation procedures in the BGE to ensure our CfE data is accurate
* Attainment over time
  + There are internal improvements in attainment in relation to the middle 60% and top 20% over the last three years
  + The performance of the bottom 20% is significantly below VC
* Overall quality of learners achievements
  + There are a range of opportunities throughout the school, especially in the SP
  + We require to track and monitor the wider achievement of pupils to highlight gaps and identify / address barriers to participation
* Equity for all learners
  + We are in line with the national and VC SIMD attainment spread
  + The SIMD rate has improved from 86% to 92% in February 2017

**6. Areas for development to be taken forward in this year’s improvement plan**

**Priority area 1: Health and Wellbeing**

* Pupil equity fund key strand 1: embed nurturing approaches, development of a nurture base for vulnerable pupils S1-3.
* 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
* We will establish a strategic approach to universal personal support to ensure pupils have at least one key adult and feel safe in school
* The PSE programme will be reviewed and refreshed to ensure it is relevant to our local context and meets the needs of JHS pupils.
* Opportunities for wider achievement will be embedded into the BGE curriculum and carefully monitored and tracked to identify and address gaps.
* Pupil leadership opportunities will be formalised and carefully monitored. S6 pupils will engage in ‘service to the school community’.
* 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.
* Establish a range of HWB collegiate groups for all staff. These will include, amongst others:
  + Health week
  + Rights respecting schools
  + Parental engagement
  + Pupil voice
  + Positive behaviour management
  + School values
  + Staff welfare

**Priority area 2: Learning, Teaching and Assessment**

* 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
* Carry out an audit of teaching and learning to identify, share and grow best practice.
* Ensure new policies on learning, teaching and assessment involve all stakeholders.
* Establish a programme of learning walks for all staff, linked to TLCs, to improve identified aspects of individual teachers’ practice.
* 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.
* Review our assessment procedures in the BGE to include embedded use of benchmarks, standardised assessments and moderation.