



Renfrewshire Council Children’s Services

**Johnstone High School**

**Improvement plan**

**2018-2019**

##### Planning framework

###### 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 held a drop-in for parents on 11th June and all parents received a posted letter home inviting them to attend this meeting with the HT and Education Manager.

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 2018/19 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 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
* In school programme of support, linked to Local Authority programme of support, for student teachers and Newly Qualified Teachers
* Weekly head teacher drop in for staff 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** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| Parental engagement  Assessment of children’s progress  School improvement | 3.1  3.2 | Pupil equity fund key strand 1: Continue to embed nurturing approaches across the whole school community.  Continue to develop the nurture base for vulnerable pupils S1-3.  Staff training and awareness raising of adverse childhood experiences and resilience. | L Hollywood  T O’Malley  A Brown  Ed Psych Service | Increased parental engagement  Increased attainment  Reduced exclusions  Increased engagement  Increased participation for pupils in SIMD 1-3  Positive feedback from pupils | Parent focus meetings  Parental meetings  Attainment data - school BGE tracking and monitoring  Exclusion statistics  Pupil focus groups |
| School leadership  School improvement  Performance information | 1.3  3.1  3.2 | Pupil equity fund key strand 2:  Embed the 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.  House teams will endeavour to promote house identity through the year. | SMT  PT Pupil Support | Improved attendance  Increased attainment  Reduced exclusions  Increased participation  Increased engagement for pupils in SIMD 1-3  Improved parental engagement  More house events / initiatives | Attendance statistics  Attainment data - school BGE tracking and monitoring  Exclusion statistics  Pupil focus groups  Parental attendance at school events |
| Teacher professionalism  School leadership  Assessment of children’s progress | 2.3  3.1 | We will establish a strategic approach to universal personal support based on positive relationships.  We will focus on pupils feeling safe in school and having one key adult. | T O’Malley  PT Pupil Support | 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  Staff focus groups |
| School improvement | 2.2  2.3  3.1 | We will embed the language of the wellbeing indicators into the BGE curriculum. This will be reflected in course planners and learning walks. | Pastoral PTs  Curricular PTs  T O’Malley  G Menzies  G Munro  K Robertson | 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  Closer look programme |
| School improvement | 2.2  2.3  3.1 | We will put in place a strategic plan to ensure that contact periods with Pupil Support teachers and DHTs (PSE, Assembly programme, Raising attainment) are reactive to individual pupil needs, the local context and the outcome of pupil voice. | All SMT  PT pupil Support | Improved pupil understanding of wellbeing indicators  Improved relationships  Improved health outcomes  Increased attainment  Enhanced school ethos | Pupil focus groups  Pupil and staff questionnaires  Dartington survey data |
| Performance information  School improvement | 2.2  2.3  3.1  3.2 | Evaluation of wider achievement opportunities in the BGE curriculum with a view to establishing a wider progression pathway for all that dovetails into the senior phase, involving curricular areas and subject staff.  Wider achievement opportunities in the senior phase will be monitored and tracked to ensure opportunities for all. | G Menzies  G Munro  E Wilkie  J Brown  Staff volunteers/ selected departments | Improved pupil opportunities  Improved attainment and achievement including tariff points  Improved curricular engagement  Improved participation | Attainment data – wider achievement  Pupil focus groups  Pupil questionnaires |
| School improvement | 1.2  1.3 | S1 – S6 Pupil leadership opportunities will be formalised and monitored. | G Menzies  G Munro  P Palombo  PT Pupil Support | Increased engagement  Increased attainment  Increased participation  Enhanced school ethos  Improved leaver destinations  Enhanced school ethos | Attainment data – SQA results, Insight.  Pupil focus groups  Pupil Questionnaires |
| Teacher professionalism  School Improvement | 3.1 | Mental Health first aid training for staff in a phased programme starting session 18-19.  Place2Be counselling service to be established in the school. | L Hollywood  T O’Malley  Ed Psych Service  Local Authority | Increased attainment  Increased attendance  Reduced exclusions  Increased engagement  Increased participation for pupils in SIMD 1-3  Positive feedback from pupils  Reduced referrals to external mental health providers  Increased staff confidence | Attendance data  Parental meetings  Attainment data - school BGE tracking and monitoring  Exclusion statistics  Pupil focus groups  Staff focus groups |
| School Improvement | 3.1 | Embed the Respect or All policy with all stakeholders.  Ensure pupils are taking a lead role within this – MVP, Befriending, the Go-To safe space. | T O’Malley  E Wilkie  J Brown  Volunteer staff | Increased attendance  Reduced exclusions  Increased engagement  Increased participation for pupils  Positive feedback from pupils  Increased pupil confidence | Attendance data  Parental meetings  Exclusion statistics  Pupil focus groups  Staff focus groups |

**Action Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School priority 2: Learning, Teaching and Assessment** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| Teacher professionalism  School Leadership | 2.3  3.2  1.2  1.3 | Pupil equity fund key strand 3: Support and upskill staff: Expand teacher learning communities to continue to enhance and further develop classroom practice. | G Munro  K Robertson | 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 |
| Teacher professionalism  School Improvement | 2.3  3.2  1.2  1.3 | Review and refine the programme of learning walks with a clear focus on sharing good practice in order to deliver consistently high quality teaching and learning. | G Munro  K Robertson | 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 |
| Teacher professionalism  School Improvement | 2.3  3.2 | Develop a pupil and parent response to the ‘JHS lesson’. | G Munro  K Robertson | 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 |
| Assessment of children’s progress | 2.3  1.1  1.2 | Review and refine new assessment procedures in the BGE across all departments to ensure consistency of approach. | R Miller  A Gilmour  All PTs | 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 |
| School Improvement | 2.3  3.2 | Continue to develop and implement policies on learning and teaching, and assessment in order to have a shared vision across the school. | G Munro  K Robertson  R Miller  A Gilmour | Increased staff knowledge, experience and confidence | Learning walk feedback  Pupil focus groups  Staff focus group |
| School Improvement  School Leadership | 2.3  3.2 | In response to “HGIOS (a response to support learner participation in self-evaluation and school improvement part 1&2)” create a strategic plan to develop pupil voice in decision-making processes across the school. | P Palombo | Increased attainment  Increased pupil participation  Increased pupil engagement | Pupil and staff questionnaires  Pupil focus groups  Staff focus groups |