



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**

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| **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 engagementAssessment of children’s progressSchool improvement | 3.13.2 | 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 HollywoodT O’MalleyA BrownEd Psych Service | Increased parental engagementIncreased attainmentReduced exclusionsIncreased engagement Increased participation for pupils in SIMD 1-3Positive feedback from pupils | Parent focus meetingsParental meetingsAttainment data - school BGE tracking and monitoring Exclusion statisticsPupil focus groups |
| School leadershipSchool improvementPerformance information | 1.33.13.2 | 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. | SMTPT Pupil Support | Improved attendanceIncreased attainmentReduced exclusionsIncreased participationIncreased engagement for pupils in SIMD 1-3Improved parental engagementMore house events / initiatives | Attendance statisticsAttainment data - school BGE tracking and monitoring Exclusion statisticsPupil focus groupsParental attendance at school events |
| Teacher professionalismSchool leadershipAssessment of children’s progress | 2.33.1 | 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’MalleyPT Pupil Support | Improved teacher/pupil relationshipsImproved pupil/pupil relationshipsIncreased engagementIncreased attainmentEnhanced school ethos95% of pupils have at least one key adult and feel safe in school | Pupil and staff questionnairesAttainment data – SQA results, Insight, BGE and Senior Phase tracking and monitoringPupil focus groupsStaff focus groups |
| School improvement | 2.22.33.1 | We will embed the language of the wellbeing indicators into the BGE curriculum. This will be reflected in course planners and learning walks. | Pastoral PTsCurricular PTsT O’Malley G MenziesG MunroK Robertson | Improved teacher/pupil relationshipsImproved pupil/pupil relationshipsIncreased engagementIncreased attainmentEnhanced school ethos | Pupil and staff questionnairesAttainment data – SQA results, Insight, BGE and Senior Phase tracking and monitoringPupil focus groupsCloser look programme |
| School improvement | 2.22.33.1 | 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 SMTPT pupil Support | Improved pupil understanding of wellbeing indicatorsImproved relationshipsImproved health outcomesIncreased attainmentEnhanced school ethos | Pupil focus groupsPupil and staff questionnairesDartington survey data |
| Performance informationSchool improvement | 2.22.33.13.2 | 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 MenziesG MunroE WilkieJ BrownStaff volunteers/ selected departments | Improved pupil opportunitiesImproved attainment and achievement including tariff pointsImproved curricular engagementImproved participation | Attainment data – wider achievementPupil focus groupsPupil questionnaires |
| School improvement | 1.21.3 | S1 – S6 Pupil leadership opportunities will be formalised and monitored.  | G MenziesG MunroP PalomboPT Pupil Support | Increased engagementIncreased attainmentIncreased participationEnhanced school ethosImproved leaver destinationsEnhanced school ethos | Attainment data – SQA results, Insight.Pupil focus groupsPupil Questionnaires |
| Teacher professionalismSchool 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 HollywoodT O’MalleyEd Psych ServiceLocal Authority | Increased attainmentIncreased attendanceReduced exclusionsIncreased engagement Increased participation for pupils in SIMD 1-3Positive feedback from pupilsReduced referrals to external mental health providersIncreased staff confidence | Attendance dataParental meetingsAttainment data - school BGE tracking and monitoring Exclusion statisticsPupil focus groupsStaff 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’MalleyE WilkieJ BrownVolunteer staff | Increased attendanceReduced exclusionsIncreased engagement Increased participation for pupils Positive feedback from pupilsIncreased pupil confidence | Attendance dataParental meetingsExclusion statisticsPupil focus groupsStaff focus groups |

**Action Plan**

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| **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 professionalismSchool Leadership | 2.33.21.21.3 | Pupil equity fund key strand 3: Support and upskill staff: Expand teacher learning communities to continue to enhance and further develop classroom practice. | G MunroK Robertson | Increased attainmentIncreased staff knowledge, experience and confidenceConsistently higher standard of teaching and learning in classroomsIncreased pupil engagement for pupils in SIMD 1-3 | Attainment data – BGE tracking and monitoring, Insight.Pupil and staff questionnairesPupil focus groups |
| Teacher professionalismSchool Improvement | 2.33.21.21.3 | 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 MunroK Robertson | Increased attainmentIncreased staff knowledge, experience and confidenceConsistently higher standard of teaching and learning in classroomsIncreased pupil engagement | Learning walk feedbackAttainment data – BGE and senior phase tracking and monitoring, Insight.Pupil and staff questionnairesPupil focus groupsStaff focus groups |
| Teacher professionalismSchool Improvement | 2.33.2 | Develop a pupil and parent response to the ‘JHS lesson’. | G MunroK Robertson | Increased attainmentIncreased staff knowledge, experience and confidenceConsistently higher standard of teaching and learning in classroomsIncreased pupil engagement | Attainment data - BGE and senior phase tracking and monitoring, Insight.Pupil and staff questionnairesPupil focus groupsStaff focus groups |
| Assessment of children’s progress | 2.31.11.2 | Review and refine new assessment procedures in the BGE across all departments to ensure consistency of approach. | R MillerA GilmourAll PTs | Increased staff knowledge, experience and confidence towards assessmentIncreased attainment and achievement in the BGE | Attainment data – BGE tracking and monitoring, benchmarks supporting teacher judgement.Pupil and staff questionnairesPupil focus groupsStaff focus groups |
| School Improvement | 2.33.2 | Continue to develop and implement policies on learning and teaching, and assessment in order to have a shared vision across the school. | G MunroK RobertsonR MillerA Gilmour | Increased staff knowledge, experience and confidence | Learning walk feedbackPupil focus groupsStaff focus group |
| School ImprovementSchool Leadership | 2.33.2 | 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 attainmentIncreased pupil participationIncreased pupil engagement | Pupil and staff questionnairesPupil focus groupsStaff focus groups |