



Renfrewshire Council Children’s Services

**JOHNSTONE HIGH SCHOOL**

**Improvement Plan**

**2019-2020**

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’s Services’ vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

**National Priorities**

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

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

**Local Priorities**

* **Reshaping our place, our economy and our future;**
* **Building strong, safe and resilient communities;**
* **Tackling inequality, ensuring opportunities for all;**
* **Creating a sustainable Renfrewshire for all.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with Renfrewshire Council’s education strategic priorities listed below.

* **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
* **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
* **Support self-evaluation and performance improvement throughout our establishments;**
* **Develop high quality leadership for staff at all levels;**
* **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

**Pupil Equity Funding**

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

##### Planning framework

**Our school’s Vision, Values 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?

To identify our priorities for improvement, we sought the views of

* Teaching and support staff through a drop-in day and by encouraging staff to raise suggestions through a proforma return
* Parent Council
* Pupil Council

We used a variety of methods of getting the views of those who are involved in the life and work of Johnstone High School such as

* A drop-in day for staff with the HT and DHT (School Improvement)
* We used a proforma given to all stakeholders asking for suggestions on improvement areas / tasks
* We raised this as an agenda item at the Parent Council AGM and asked for suggestions electronically or via the above proforma
* Pastoral staff met with the Pupil Council and other focus groups of learners to capture their views and opinions

We also consult with our partners across and out with the Council to assist us in the delivery of our priorities.

* Directorate and development officer team at Renfrewshire Council Children’s Services
* Skills Development Scotland
* The Home Link Service
* Our Educational Psychologist / Renfrewshire Nurturing Relationships Approach team
* Our Community Learning and Development worker
* The school’s Chaplaincy team
* Our HUB partner, Renfrewshire Leisure

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

* 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 report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff

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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?** |
| 1, 2, 5 | 2.4  3.1 | Ongoing work of the newly formed staff working group to lead on positive relationships.  Create and implement new Relationships Policy, including staff training / in-service delivery.  Deliver restorative practices training to all staff at a twilight session.  All staff trained on RNRA by the Educational Psychology via a series of in-service sessions.  Ongoing work of PT Nurture and the nurture base, the Thrive Hive (PEF FUNDED).  New inclusion strategy to include a bespoke provision (an ‘inclusion zone’) for learners with SEBN difficulties. This will be overseen by the PT Pastoral/Inclusion (PEF FUNDED). | T O’Malley  A Brown  G Currie  EP Service  Relationships working group  All staff | Improve relationships and embed nurturing approaches across the school. | Reduced behaviour statistics comparing 18/19 (August to May inclusive) with 19/20 (August to May inclusive):   * exclusions from 76 per session to under 30 * referrals from 1581 to under 1300   Our classroom visit programme will include an evaluative focus on relationships and nurture.  Staff questionnaire delivered by the relationship working group.  Positive impact on almost all pupils supported by the Nurture Base (assessed using Boxall profiling and pupil voice). |
| 18/19 2, 5 | 2.2  2.4  3.1 | Health week to expand to cover S1-6 with a focus on promoting the importance of healthy lifestyles.  HWB faculty to build in and raise awareness of the importance of physical health into the S1/2 curriculum.  FLAG group to continue to work on informing pupils about the dangers of energy drinks and sugar intake.  Delivery of sleep training to targeted groups and input into the PSE programme.  Embed staff ‘mental health ambassadors’ across the school.  Create and embed a new mental health policy.  SQA Mental Health unit to be delivered to S5/6.  Identified staff will set up and publicise ‘mental health corners’ in their classrooms.  Having consulted with focus groups of pupils, the PSE programme will incorporate mental health education. | T O’Malley  E Wilkie  D Merriman  A Smith  K Docherty  HWB faculty staff  FLAG group  Pastoral staff | Improve and raise awareness of the importance of pupil physical and mental health. | Successful delivery of a JHS health week during session 2019/20.  Use of pupil voice impact on how we support physical and mental health (linking in with Renfrewshire Youth Voice).  Measured through PSE, almost all pupils in the BGE report feeling ‘healthy’ when self-assessing via the wellbeing web.  80% of pupils in S5/6 will obtain a unit within the SQA Mental Health course.  20 staff will be actively contributing to initiatives designed to support pupil mental health (mental health champions, mental health classroom corner etc). |
| 1, 2 | 2.1  2.4  2.7  3.1 | Maintain existing house structure of 5 DHTs and 5 PTs (PEF FUNDED) to reduce caseloads.  Partnership working with multi-agency partners to ensure pupils are well-supported and have access to information to support safe and healthy choices in and out of the school. The PSE programme will be reviewed to reflect this.  Embed Mentors in Violence prevention programme in the senior phase.  S6 befrienders / buddies working with junior pupils throughout the session.  Embed Relationships Policy (please see above). | L Hollywood  T O’Malley  E Wilkie  R Clark  All DHT/PT Pastoral house groups  Appropriate multi-agency partners e.g. social work, Warden Service, Police Scotland, RADAR, Home Link, LAC Discontinuity team | Learners feel an improved sense of belonging and safety. | Initial baseline survey on pupils feeling safe will be completed via in PSE in September 2019, then repeated in June 2020. By June, almost all learners will report feeling safe in school.  HMIe questionnaires will also be used throughout the year and will show improved responses.  SMT/Pastoral led focus groups will explore the issue of pupils feeling safe, secure and belonging in school.  Our classroom visit programme will include an evaluative focus on safety and belonging. |
| 3, 4, 6 | 2.1  2.4  3.1  2.5  2.6  2.7 | Review the attendance policy to ensure that procedures are fit for purpose and are in line with the national update of Included, Engaged and Involved part 1.  Termly attendance ESTs will take place.  Weekly house meetings will review pupils with attendance and late coming issues and will put appropriate interventions in place.  SMT will supervise pupils’ signing in late each morning.  Targeted pupils with attendance issues will be supported through group work sessions.  The inclusion support assistant (ISA) will work with an identified number of targeted pupils and their families with a remit, which will include improving attendance.  On-going work of the Parents in Partnership project leader to engage families in P7-S2 with a view to support transitions and improve relationships with school and future attendance. | All DHTs and PTs Pastoral  ISA  Home Link  K Docherty  Office staff | Continue to improve attendance and late-coming | Attendance will increase across all year groups from this year’s statistic (August to May inclusive) as follows:  S1 94.1%  S2 92.3%  S3 90.5%  S4 89.1%  S5 92.6%  S6 93.2%  Late coming (mornings) will reduce across all year groups from this year’s statistic (August to May inclusive) as follows:  S1 2.4%  S2 3.6%  S3 4.4%  S4 4.4%  S5 2.9%  S6 2%  Positive feedback from PIP parent evaluations. |
|  | 1.1  1.2  2.2  2.4  3.1 | Pupil working group on HGIOS (a response to support learner participation in self-evaluation and school improvement part 1&2) will continue to work to support positive relationships and contribute to discussions on HWB and leadership.  Pupil input into PSE programme (please see above), linking in with Renfrewshire Youth Voice.  Embed Mentors in Violence prevention programme in the senior phase.  Hearty lives peer education programme is embedded in the senior phase and positively impacting on learners in the BGE.  Columba 1400 graduates will work to promote and develop the school values with other students.  S6 befrienders / buddies working with junior pupils throughout the session.  Senior pupils volunteering across the school in a variety of ways, including supporting younger pupils in classes. | P Palombo  T O’Malley  G Munro  E Wilkie  All Pastoral PTs  R Clark  A Brown  J Mullaney  C1400 staff team  Pupil working group | Pupil voice is reflected in the HWB provision within the school and pupils are given increased opportunity to support and lead HWB related initiatives. | Focus group responses will show that pupils are satisfied with their input into the HWB provision.  All listed initiatives will be embedded and pupils will have a lead role in the strategic direction and operational delivery of each one.  Almost all senior pupils will successfully achieve a Saltire Award for volunteering.  This session 10 senior pupils will achieve an SQA leadership award for their contribution to the school community. |

**Action Plan**

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| **School priority 2: LEARNING AND TEACHING** | | | | | |
| **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?** |
| 1, 2, 5 | 2.3  1.2  1.4 | Three TLC sessions in both the autumn and summer terms followed by one twilight sharing of good practice session (8 hours in total, incorporated in the school’s working time agreement).  Production of LT staff manual for use by individual teachers / department teams / TLCs.  Learning walks carried out by all class teachers and PTs, twice per year, recorded through Microsoft teams, incorporated into the working time agreement.  Sharing of good practice via the above, the May in-service showcase event and also standing item on DM agendas. | G Munro  K Robertson  All SMT and PTs  All teaching staff  TLC group chairs | All staff actively engaged in professional development linked to improved learning and teaching approaches that positively impact on classroom practice. | All staff registered for a TLC.  All staff taking part in at least 2 learning walks, recorded via Microsoft teams.  Staff evaluation will show the majority are positive about the usefulness of learning and teaching staff manual.  End of term evaluation of the TLC twilight sessions and the May showcase event show that staff indicate these are having a positive impact on their classroom practice. |
| 1, 2, 5 | 2.3  1.2  1.4 | Classroom visits by PTs and SMT.  This will follow the Renfrewshire policy and the area of focus will be agreed with the teacher beforehand:   * PTs will visit all members of their team once per session. * SMT will visit all members of their link departments (including the PT) once per session * DHT Regent will visit all NQTs and students as per their university programme * HT will visit all new staff once per session   A supportive discussion focused on improving practice will take place after the observation.  The quality of learning and teaching will be reviewed and interventions put in place as required. | G Munro  All SMT  All PTs | Consistently high quality learning and teaching across the school reflecting the JHS lesson. | SMT and PTs will record visits via DHT learning and teaching.  All staff will be visited at least twice per session.  Pupil voice will indicate the quality and consistency of learning and teaching approaches.  By 2021 the school’s self –evaluation summary will move learning, teaching and assessment from good to very good. |
| 1, 5 | 1.2  2.3 | Pupil working group on HGIOS (a response to support learner participation in self-evaluation and school improvement part 1&2) will continue to work alongside staff to agree and deliver high quality learning and teaching.  Pupils delivering workshops to staff on aspects of high quality learning and teaching.  Audits to establish areas of strength in terms of learners leading learning. Identification of good practice will be used to support other staff. | P Palombo  G Munro  L Hollywood  Pupil working group | Pupils actively engaging in their own learning and contributing to improvements in learning and teaching. | All staff will have the opportunity to take part in workshops on learning and teaching, delivered by pupils.  Pupil audits will show that the majority of learners have regular opportunities to lead their own learning. |
| 1, 2, 4, 5 | 2.3  2.4  3.1  1.2  2.6 | Individualised ASN profiles on the server accessed by ALL staff; strategies implemented.  SIMD and LAAC information on the server and accessed by ALL staff.  In-house CPD to be made available/sourced for all staff in the following areas (not exhaustive):   * dyslexia/dyscalculia/dyspraxia * autism * meeting physical needs * nurture * supporting pupils with ACES and trauma * more able learners   Review and improve the communication strategy around learners with additional support needs. | T O’Malley  G Munro  J Smith  A Brown  PTs Pastoral  All teaching staff | The classroom experience is tailored to meet the needs of individual pupils with particular focus on:   * Pace and challenge * Differentiation * ASN, LAC, SIMD | Almost all classroom visits will show that the learning experience is taking into individual pupil needs.  CPD records will show that half of the staff have accessed the in-house ASN CPD programme.  Pupils and parents (ASN learners) and staff all report improved classroom experience through focus groups and tailored questionnaires. |

**Action Plan**

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| **School priority 3: RAISING ATTAINMENT** | | | | | |
| **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?** |
| 3, 4, 7 | 2.2  2.4  2.7  3.3 | Monthly transition meetings to identify target groups of vulnerable leavers and ensure bespoke support packages are in place.  Ensure appropriate administration procedures are in place to record pupil preferred routes and occupations, and leavers’ data.  Deliver Skills for Work options for identified vulnerable leavers in S4-5.  Deliver S5 Employability with individualised work experience for identified vulnerable (winter) leavers.  Continue to develop the S4 enrichment programme.  Liaise with Renfrewshire Council to ensure JHS learners maximise employment opportunities.  Strong employability social media / communication profile targeted at S4 onwards.  All learners in S1-6 will be exposed to My World of Work. | A Carlin  T O’Malley  G Munro  E Wilkie  C Evans SDS  J Dradge HQ  All PTs Pupil Support  Office staff | A higher percentage of JHS leavers will move into a positive, sustained post-school destination. | Increase percentage of leavers in a positive, sustained post-school destination to 94%.  Positive feedback from the targeted group of pupils and their parents around the opportunities and support they receive. |
| 4, 6 | 3.2 | An additional period will be allocated to the Maths department for numeracy in S4.  The BGE Maths bid will be completed and will support attainment across all levels in the BGE  Monthly tracking meeting with Maths PT, link DHT and Attainment DHT to ensure departmental attainment is on track and appropriate interventions are in place as required (BGE and Senior Phase). | D Colford  G Menzies  L Cole  Maths Department | Almost all pupils in S4 will obtain a numeracy award at level 4 or better.  Maintain N5 Maths entries in-line with 2019 presentation figures.  Improve N5 Maths pass rate (A-C)  Increase numbers of candidates presented at Higher Maths in S5/6 and increase pass rate in line with national. | 90% of S4 will achieve a numeracy award at level 4 or better.  Presentations at S4-6 N5 will be above 141 in February 2020.  By 2020 diet we are in-line with the national performance for N5.  By 2021 we will be increasing the pass rate (A-C) 10% year on year for N5.  At least 50% of N5 maths cohort will continue studies into higher maths.  By 2020 diet we are in-line with the national performance for Higher.  By 2021 we will be increasing the pass rate (A-C) 10% year on year for Higher. |
| 1, 4, 5, 6 | 3.2  2.2 | Tracking data will be used every 3 months to identify and address areas of underperformance.  Programme of senior mentoring.  Raising attainment booster classes.  Supported study and Easter School.  New intervention spreadsheet (chronology of interventions) to be embedded in practice.  Reduced number of pupils being re-coursed / level changes post-prelim, particularly in line with removal of RPA.  Consult with parents about curriculum structures S3 / S4-6 with a view to maximise attainment in the longer term. | L Cole  A Gilmour  All SMT and PTs | August 2019 target grades (senior phase) will represent baseline for attainment improvement agenda for 2019/20. | SPECIFIC MEASUREMENTS TO BE ADDED POST SQA RESULTS AND INSIGHT (SEPT 2019) |
| 4, 5, 6 | 3.2 | AWATING SQA RESULTS AND INSIGHT WHICH WILL INFORM APPROPRIATE ACTIVITY. | L Cole  SMT and PTs | Make improvements against virtual comparator (Insight) in a number of key measures. | SPECIFIC MEASUREMENTS TO BE ADDED POST SQA RESULTS AND INSIGHT. |
| 1, 2, 3, 4, 6 | 1.2  3.2 | More consistent approaches to moderation in the BGE.  Consistent use of BGE tracker and resultant data-rich decision making informing attainment interventions. Dedicated time has been put aside for this in the working time agreement.  Tracking and reporting data used to identify progress and areas of underachievement in the BGE.  Intervention spreadsheet (chronology of interventions) to be embedded in practice.  Work alongside Renfrewshire Council and as part of PT Data network around BGE toolkit and prepare for introduction of new assessment and progress SEEMIS module. | L Cole  A Gilmour  All SMT and PTs  L Hendricks, HQ  F Wright HQ | Improve attainment in the BGE. | 100% staff engagement in BGE tracker and tracking schedule.  Programme of departmental moderation in place across all faculties. Engagement with authority level moderation as appropriate.  DHT Attainment keeping track of intervention spreadsheet to ensure at risk learners are being fully supported, consistently across all houses.  BGE achievement of a level data in line with S4 Maths and English attainment.  S3 literacy and numeracy in line with NIF stretch aims by 2021. |