

# Johnstone High School Progress Report

**Plan and implement improvements in a streamlined way so that the strong vision for the school can be further advanced.**

The school has clear improvement priorities that are impacting positively on outcomes for young people. Through prioritising health and wellbeing, learning and teaching, and most recently raising attainment, all stakeholders are committed to the school's improvement journey and are aware of their role in supporting this.

The school has developed its approach to self-evaluation and staff at all levels are engaging in planned activities designed to identify strengths and address areas for improvement. Staff are using How Good is Our School? 4 to assess school and departmental progress against the quality indicators. By offering robust support and challenge, departmental 'closer look' evaluations are driving forward improvements across subject areas.

Young people are actively contributing to school improvement through a range of formal and informal means. Pupil voice is sought and acted upon across all year groups. At a whole school level, focus groups, pupil council and pupil committees are leading on important areas of school life, including learning and teaching, mental health and positive relationships.

**Through distributed leadership of learning, develop a shared understanding across the school community of what highly effective teaching, learning and assessment look like. This will ensure consistently high quality learning and teaching in all lessons.**

All stakeholders have contributed to the creation of 'Johnstone High School Lesson'. This provides an agreed, shared framework for driving forward what highly effective learning, teaching and assessment looks like across the school. The JHS lesson underpins all other development work in this area, for example, all teachers are part of 'teacher learning communities'. These are designed to upskill staff on important areas within the JHS lesson such as feedback and active learning. Similarly, all teachers take part in learning walks to observe and share good practice amongst colleagues. As a result, lessons across the school are more varied and engaging, meet learner needs and offer a more structured and consistent experience.

Pupils are also supporting improvements in highly effective learning and teaching through delivering workshops to staff on effective classroom practice. These inputs are well received by staff and there are plans to further extend this work.

**Ensure staff are aware of their responsibilities for the health and wellbeing of young people across the school.**

The school has worked hard to improve the culture and ethos. At the heart of this has been a commitment to positive relationships and a drive to ensure that all young people receive appropriate levels of support. The new 'relationships policy' and approaches to inclusion have led to improved behaviour across the school. Young people speak positively about their improved sense of belonging within their school and local community.

The school is part of the Local Authority 'Renfrewshire Nurturing Relationships Approach' and has a core group of staff who are leading on the embedding of nurturing approaches across all departments. The school is also offering high levels of support to young people through its dedicated nurture provision, The Thrive Hive. This is a resource for identified

pupils in S1-3 that also provides support to the whole school community through its outreach programme.

All staff have undergone a range of training across within the area of health and wellbeing. The focus on resilience, trauma and mental health has improved staff / pupil relationships and given staff the confidence, skills and knowledge to provide high quality universal support.

### **Raise attainment and continue to prioritise equity for all young people.**

Attainment is continuing to improve across almost all areas. There is a strong trend of improvement in literacy at both levels 4 and 5. The lowest performing 20% of learners are making good progress across all year groups in the senior phase, and are performing significantly better than the virtual comparator. The school has focused on targeting support for learners facing barriers and disadvantage, and as a result, the attainment of pupils living in the most deprived areas is in line or higher than the virtual comparator.

The school is providing tailored support to young people who are leaving school. The number of leavers moving on to a positive, sustained destination continues to improve and in relation to leavers moving into higher education, the school is performing above both the Renfrewshire and National level.

### **Review the curriculum for S1-3 to ensure that young people at these stages benefit fully from Curriculum for Excellence.**

The school has carried out a full stakeholder consultation around the structure and delivery of the broad general education (BGE). As a result, there are a growing number of common courses across curricular areas, the focus having shifted from content delivery to more skills-based experiences. This is leading to a senior phase curricular offer that provides a range of opportunities and qualifications to support young people to move into the most appropriate future pathway.

Learners are better informed and supported within the BGE whenever they have opportunities for personalisation and choice. Pupils can deepen and extend their learning by engaging in a range of enrichment opportunities within curricular areas in the BGE.