



Renfrewshire Coucil

JOHNSTONE HIGH SCHOOL

STANDARDS AND QUALITY REPORT

September 2021

This report will inform you of the school’s progress and achievements in the last session and let you know about our plans for 2021-2022. I hope that you find it helpful and informative. The impact of Covid 19 and the subsequent school closures Jan-April 2021, have resulted in significant changes in working practices and routines. As such, our ability to complete all actions within our improvement plan has been hindered. Some priorities and actions will be carried forward to academic session 21-22.



Head Teacher



OUR 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 seven 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 five sessions.

At time of writing, our current school roll is 979. The percentage of pupils claiming free school meals is 17%, and 24% of our pupils are entitled to footwear and clothing grants. 40% of our pupils live in the Scottish Index of Multiple Deprivation (SIMD) most deprived postcode areas. 5% of our pupils are care experienced. 36% of our pupils have an additional support need.

Looking at most recently published information, we are above the Renfrewshire rate for both school attendance and school staying on rates in S4-6. We are below the Renfrewshire average for the number of exclusion incidents in our school.

OUR VISION, VALUES AND AIMS

**Our Vision:**

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.

**Our Values:**

Determination; Friendship; Honesty; Respect; Responsibility; Trust

**Our 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

SUCCESSES AND ACHIEVEMENTS

**This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Covid 19 pandemic has been profound and presented us with unprecedented challenges. However, despite these challenges, progress was made pre and post lockdown, of which we are very proud.**

Leaver Destinations

* 92% our leavers go on to a positive, post-school destination. We work hard with colleagues from Skills Development Scotland, and the Council, to support our leavers and guide them into further study, training, or employment.

ATTAINMENT (based on most current INSIGHT data, Feb 2021)

Literacy

* At S4, we are 5% above our ‘virtual comparator’ (VC) at Level 4 and 5.5 % above Level 5 in literacy. Level four aligns with National 4 and Level five aligns with National 5.
* In S6, 100% of our pupils have a minimum of Level 4 literacy, outperforming our VC. Over 98% have Level 5 literacy, again outperforming the VC.

Numeracy

* At S4, our Level 5 numeracy has increased by 9% comparing 2020 with 2019.
* At S6, our Level 5 numeracy has also increased by 4% comparing 2020 with 2019.

Attainment for all

* In S4 the lowest achieving 20% of pupils, middle 60% and highest 20% of pupils all achieved a greater number of tariff points than the VC.
* In S5 the lowest 20% of pupils achieved more tariff points than the VC, the Renfrewshire average and the National average. The middle 60% achieved more tariff points than the VC and the National average.
* In S6 the highest achieving 20% of pupils achieved more tariff points than the VC, Renfrewshire, or the National average.

Attainment vs Deprivation

* In S4 and S5, we are outperforming the National average on 7 out of 10 data-zones (postcode areas). This means that we are closing the attainment gap.
* In S6 we outperform or equal the National average on 6 out of 10 data-zones; these are the lower SIMD postcodes of 1-6.



SUCCESSES AND ACHIEVEMENTS

Sporting

The Covid-19 pandemic has had a huge impact on school sport as many events have been either suspended or postponed this session. As a result, we have had significantly fewer formal achievements than previous years. However, it is important to note that:

* One of our pupils is Scottish Champion at his weight in boxing and is competing in the Team GB training camp at his age. He’s got a real chance to compete at the Commonwealth Games/Olympics in the future.
* Two of our pupils have been selected for the Scotland Under 19 Water Polo Squad.

Creative

This is another area that has been impacted by Covid restrictions (fewer competitions). However, we are especially proud that:

* Four of our Advanced Higher Artists have gained places on Higher/Further Art Education courses across the country. One will be commencing his studies at Duncan of Jordanstone College of Art in Dundee, one will be studying Fashion at Caledonian University in Glasgow (and has also gained a place at Heriot Watt School of Fashion and Textiles in Galashiels), another has a place on the Product Design Engineering course at Glasgow School of Art and finally, another pupil will be studying Fine Art at City of Glasgow College.
* A former Advanced Higher Art pupil has, along with a willing team of artistic helpers, completed the painting of a mural in the Spateston underpass. She rose to the challenge from a local councillor and was instrumental in organising the development of the imagery contained within the mural and in execution of the painting. Well done to this former pupil! A great way to serve your community.
* Another former Advanced Higher Art pupil has just completed his Masters Degree in Design at the Royal College in London. He has set up his own design studio and is taking his first steps to becoming a professional fashion/textile designer. Needless to say, we are very proud of all his achievements and wish his commercial venture all the very best.
* Three of our very talented Musicians have all got into the National Youth Pipe Band of Scotland.

SUCCESSES AND ACHIEVEMENTS continued

School

We are proud of our robust and effective response to the challenges of Covid 19 in session 2020/21:

* Regular communications with parents to keep them informed (regular texts, use of social media, letters and HT weekly updates).
* A full range of robust health and safety measures all session (e.g. staggered breaks/lunches, year group doors, hand sanitisation at doors, maintenance of year group/class bubbles, new class layouts, social distancing, face coverings).
* We were the first school to experience a significant number of positive cases. Over the Autumn term the school underwent a challenging time in terms of self-isolations. We worked closely with the Council and public health colleagues to sustain core business and we are grateful to our families for their support during this difficult time.
* We opened our doors to keyworker pupils from 7th January.
* We switched over to on-line delivery of our timetable on January 11th 2021 and made a commitment to replicate the full timetable, online, to the best of our ability.
* Many staff upskilled themselves (in a short period of time) to be able to use MS teams and deliver live lessons.
* We issued both parents and staff detailed guidance on remote learning and updated the JHS lesson to cover online delivery.
* We delivered several versions of the timetable this session: 2020 timetable, practical timetable, blended timetable, and on 14th June we moved over to the 2021 timetable. Each one involved a lot of work from staff, and a lot of cooperation and support from pupils and parents.
* We oversaw the distribution of Covid 19 lateral flow testing kits for pupils.
* We reviewed our approach to tracking and reporting as this session we were not able to invite parents into school. In the place of a parents’ evening, most year groups had an extra ‘full’ report. We also used phone calls and MS teams to engage with parents at options time.
* We created our own in-house system to monitor pupil engagement with online lessons during lockdown. This was in keeping with National and Council guidance. We contacted families to offer support whenever this was appropriate.
* This session we liaised with families about their digital needs. As a result, over 160 devices were loaned to families in the community. Within the school, we have also invested in more training, interactive whiteboards and laptops for staff. As a school community, our ICT skills and ability to engage in meaningful digital learning have improved considerably.

SUCCESSES AND ACHIEVEMENTS continued

* All teaching staff engaged in the SQA’s ‘alternative certification model’. We worked in teams within the school, and with neighbouring schools, to develop and verify robust assessment tools that reflected national standards. We supported our pupils through these, over four assessment periods which took place throughout 2020/2021. We then worked in our established teams to ensure staff professional judgements were fully moderated.
* All S4-6 pupils sitting N5/higher/advanced highers were issued with provisional SQA grades at the end of session.
* This session we have offered seniors a full, online programme of raising attainment booster sessions and Easter school. Our thanks go to staff for their continuing goodwill.
* Our support team has provided quality support to families throughout this most challenging of sessions. All families were contacted over lockdown, and some had daily/weekly contact. We engaged in phone calls, emails, MS teams calls, doorstep visits and walks in the community. We signposted families to services including school counsellor, foodbank, Renfrewshire Educational Psychology Mental Health service.
* During lockdown we regularly asked parents and pupils their views about the service they were receiving, particularly around online learning. This feedback was acted upon. The results of the largest parent survey can be accessed on our website.
* We used parent feedback to create and deliver a series of twilight online workshops on a range of topics – study skills, MS teams/Satchel one, UCAS, conflict, sleep, mental health and so on. The feedback we got was very positive.
* We featured in an Education Scotland report on lockdown learning as an example of good practice. We had an innovative approach to family learning during lockdown; this involved a shopping bag of ingredients going to approx. 100 families in order to cook a shepherd’s pie together.
* Our website and twitter account continue to garner positive feedback from parents and partners in terms of information and ease of use. Our school twitter continues to raise the profile of the school and celebrate pupil successes across our school.
* We are proud of our strong relationship with our Parent Council who remain very supportive and have both a political and a fundraising dimension. We have met all session in a virtual capacity, and they have been fully informed throughout the session in terms of the SQA alternative certification model and our ongoing Covid response / mitigations.
* Mental Health has had significant prominence this session and included a range of Mental Health events; our finalised Mental Health policy was rolled out this session.
* We achieved a Silver LGBT Charter Mark for our considerable work in raising awareness and promoting inclusion and diversity. This was well supported by the Umbrella club, our LGBT pupil group.
* This year we moved with the times and put in place school Captains rather than ‘head boy/girl’.
* During Black history month a team of seniors led PSE lessons to explore a range of topics to increase awareness of this important issue.
* In June 2021 we were Hero of the Month for the Keep Scotland Beautiful Campaign due to our efforts in litter picking around the local area.

**HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?**

**School Leadership**

* Strategic, robust and timeous leadership by the HT, DHTs and PTs throughout 2020/21 has ensured that JHS successfully navigated the challenges of Covid. Strong, clear and transparent decision making has underpinned our approach. As a result, we have coped well with positive cases/self-isolation, remote learning, multiple timetables and risk assessments, and the alternative certification model.
* To facilitate distributive leadership at all levels, our staff engaged in Covid recovery groups across a range of areas. This ensured that all members of the staff team were invested in the recovery and had ownership over decision making.
* We continue to offer leadership opportunities for aspiring middle and senior leaders. This complements the in-house career long professional learning (CLPL) programme for all staff as well as the local authority leadership programme. Investing in staff leadership remains an important strategy in developing the continuous improvement culture. Staff are increasingly positive about the impact of their professional learning opportunities in developing their leadership skills and supporting improvements in their practice.
* This session we ran our own ‘pupil support training’ sessions for those interested in this career path. Subsequently, we have appointed four pastoral project leaders to support the house teams, and three colleagues have obtained permanent PT Pastoral Support posts, either within JHS or external.
* We also ran an intensive support programme for newly qualified teachers which involved job application and interview coaching. Almost all have successfully secured employment for 2021/22.

**Teacher Professionalism**

* Our staff responded superbly to the challenges of Covid 19. Every individual cooperated with changing mitigation measures and risk assessments, social distancing and class layouts. Moreover, all staff had to change their teaching and learning to accommodate Covid mitigations, such as seating in rows and their inability to circulate the room. In addition, almost all SQA courses had short notice changes to course content which staff had to build into their curriculum plans.
* All staff engaged in the SQA alternative certification model. This involved significant additional workload and enhanced expectations around the role of a teacher. All teachers engaged in enhanced training around ‘understanding standards’, created assessments in line with national standards, worked collegiately with colleagues in and out of the school to verify these assessment tools, and then worked in these teams again to moderate their professional judgements in terms of provisional grades. Throughout this, staff supported the young people and reassured them about their progress and achievement during challenging times.
* We have 100% staff engagement with digital learning and all staff have been upskilled in terms of their ICT capabilities. All teachers have engaged in live lessons and are now proficient in MS teams / Satchel One.
* Staff have undergone additional training on mental health and have been vigilant to refer on signs of pupil distress or self-harm.
* We have made plans to build-in opportunities for ‘professional enquiry’ to expand on our collegiate approach to improving teaching and learning.

**Parental Engagement**

* We made a firm commitment to enhance parental communication, so our families were well informed throughout the session, and in particular, the period of remote learning. All parents have been contacted regularly around Covid arrangements, changing timetables, remote learning and the alternative certification model. Parents have been positive about improvements in consultation and communication, such as an increased use of social media. This has allowed us to share our recovery priorities more widely with parents and seek feedback, encouraging parents to play an active role in school improvement

**HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?**

* Individual families were contacted through lockdown and some families were contacted on a very regular basis to make sure the correct supports were offered and in place.
* During the period of remote learning we engaged parents through a series of MS Forms surveys. We used this information to contact parents to issue ICT devices, to amend and improve our remote learning offer, and to provide a series of online workshops for parents to ensure they had the skills and confidence to support their child’s learning at home. These were well received.
* The Parent Council has been closely consulted throughout this session around all aspects relating to the recovery and our revised priorities for school improvement. We continue to communicate with them through digital means and lock forward to face-to-face meetings resuming in the fullness of time.

**Assessment of Children’s Progress**

* All teachers have become more skilled at moderation in both the BGE and the senior phase, as a result of the alternative certification model (ACM), dedicated in-service day time, and collegiate working with colleagues across Renfrewshire. As a result of this, data in the school is becoming increasingly consistent and robust and collectively we are more skilled at assessing and tracking pupil progress.
* We continue to develop the use of our BGE tracker that tracks the key skills required for each curricular area and for progression into the senior phase. This allows staff to identify key strengths and areas for development for each individual pupil, which in turn informs planning and learning and teaching.
* School staff completed an extremely robust process to determine SQA provisional grades. A multi-layered approach, including digital meetings, a very clear ACM guide was followed at all times and quality assurance procedures at all stages have ensured that our provisional grades are evidence based and follow all SQA ACM guidelines.
* Our Pupil Support team continue to use a range of information to identify and support pupil needs. Mental health has featured strongly in PSE provision this session as this is an essential prerequisite before any meaningful learning can take place.

**School Improvement**

* The school has heavily invested in digital learning – both training and equipment. Over 160 devices have been loaned to families, 20 interactive whiteboards have been purchased, all SMT, PTs and office staff have laptops, and laptops have been ordered for all teaching staff. This is in addition to staff being given many opportunities to engage in training.
* We have adapted our primary 7 transition programme to accommodate Covid restrictions. This meant we were still able to offer an adapted ‘visit’ with tine in school alongside digital high school lessons.
* This session we offered a full programme of evening/weekend booster classes for seniors, supplemented by face-to-face Easter school.
* We have created the JHS learning website which holds a wealth of resources. This proved particularly useful for self-isolating pupils. We will build on this in future sessions.
* There has been a noticeable improvement in collegiate working within the school and across neighbouring Renfrewshire schools (due to the ACM). Staff comment favourably are keen to develop this further.

**Performance Information**

* School staff at all levels are increasingly skilled at utilising in-house and authority data packages to support young people.
* For example, in terms of attainment, reporting data is summarised for PTs to allow them to analyse performance patterns and identify/track performance of vulnerable groups. PTs are continuing to develop their data analysis skills by working with the DHTs and PT Attainment.
* In terms of support for young people, the Pupil Support team utilise a range of data sources including attendance, attainment, ASN information and information from the ‘engagement tracker’ (used during remote learning) to identify pupils who are struggling and put appropriate support packages in place.

PUPIL EQUITY FUNDING

This session we have used our PEF funding to:

- maintain an additional PT Pastoral Support to reduce caseloads and ensure pupils receive a more personalised approach to meeting their needs

- sustain our nurture provision (PT Nurture and classroom assistant) to provide an intensive support package for our most vulnerable youngsters. This also allows them to promote nurturing approaches across the whole school so all the pupils can benefit

- appoint project leaders in a range of areas to take forward important tasks in the school, for example, we have a learning and teaching project leader and four project leaders who support each of the four houses

KEY STRENGTHS OF THE SCHOOL

Our validated self-evaluation report (when officers from Renfrewshire Council visited the school in 2019) included the following strengths at that time:

* A strong and clear vision and set of values for the school that are embedded day to day.
* A clear commitment to equity.
* Staff, young people, parents and partners are confident about the leadership and direction of the school.
* An SMT which is highly visible, communicate well and is creating an inclusive, supportive learning environment.
* Our attainment challenge and pupil equity funding have also been directed towards our improvement priorities.
* Young people have a wider range of opportunities to develop their leadership skills and contribute to school improvement. These include the pupil council, house leaders, peer educators, befrienders and Columba 1400.

We would now add the following key strengths:

* As a school community we are resilient and strong. We work as a team. We have proven that we can successfully cope with significant challenge and continue to deliver positive outcomes for our pupils.
* Attainment is improving across most key measures and we are making inroads into closing the poverty related attainment gap.
* Our staff are data literate and use a wide range of information to support their planning for individuals and groups.
* Digital learning has enhanced our learning and teaching and as a community we are well-placed to further embed this in practice.
* A curriculum offer that meets the needs of almost all learners and is particularly strong in the senior phase.
* Staff are fully committed to meeting the needs of all learners and understand the importance of providing an inclusive, nurturing learning environment.
* Our staff are well trained and skilled in supporting young people, particularly around safeguarding and child protection.

**School Name: Johnstone High School**

**School Address:**

**Beith Rd, Johnstone, PA5 0JN**

**Phone: 0300 300 1331**

**Website:** [**www.johnstonehigh.co.uk**](http://www.johnstonehigh.co.uk)

**Follow us on twitter!**

HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.

OUR NEXT STEPS – PRIORITIES FOR 2021-22

The Covid 19 pandemic hindered our progress and our ability to achieve all of our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2021 – 22.

We believe that we have made good progress during session 2020-21 and we will use the improvement priorities listed below to build on this progress moving forward.

1. Continue to support our pupils and staff through the Covid pandemic and recovery, prioritising their physical and mental health and wellbeing, in line with local and national guidance. **(Recovery Planning)**
2. Continue to provide clear information to parents/carers around all aspects of Covid recovery. **(Recovery Planning)**
3. Ensure all pupils and staff feel safe and secure in our school, particularly those who are in vulnerable groups. (**Health and Wellbeing)**
4. We will review and refresh our approach to inclusion to ensure we are meeting the needs of all learners. (**Health and Wellbeing)**
5. We will further develop our self-evaluation programme to inform future plans for improvement. We will ensure staff and pupils are well supported to contribute to ongoing school improvement. **(Leadership of Change)**
6. Continue to strive for consistently high-quality learning, teaching and assessment to improve attainment. We will support staff to continue to develop, improve and share good practice. **(Learning and Teaching)**
7. We will capitalise on the improvements made in relation to digital learning across the entire school community, both in terms of infrastructure/equipment and skills development. **(Learning and Teaching)**
8. Continue to embed recent improvements to assessment, moderation, verification and the rigour of tracking in both the senior phase and broad general education. This will help us to quickly identify where young people have not made sufficient progress and intervene earlier. **(Raising Attainment)**
9. Continue to use robust data analysis to identify and target areas of underperformance, particularly in the senior phase: numeracy/Maths, national five in S5. **(Raising Attainment)**
10. Ensure that the senior phase includes a range of alternative options for pupils so that all young people have a route to a positive post-school destination. We will continue to prioritise employability through the work of our in-school team (enhanced by a newly created ‘developing young workforce’ part-time post) and by liaising with Council and Skills Development Scotland colleagues. **(Raising Attainment)**