



Renfrewshire Council Children's Services

**Johnstone High School
Improvement Plan**

2022-2025

Planning framework

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. **place the human rights and needs of every child and young person at the centre of education;**
2. **improve attainment, particularly in literacy and numeracy;**
3. **close the attainment gap between the most and least disadvantaged pupils;**
4. **improve children's health and wellbeing; and**
5. **improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

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. **Activities funded by PEF will be highlighted accordingly.**

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

Renfrewshire's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all

Working together to improve outcomes

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

Our 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 pupils, parents, partners and staff. We used a variety of methods of getting the views of those who are involved in the life and work of Johnstone High School:

- Teaching and support staff through drop-in sessions
- All departments asked to complete a return on school improvement priorities and pupil equity funding
- Parent Council agenda item at the annual general meeting
- After school drop-in session for parents and carers
- MS teams survey for all parents on school improvement priorities - over 300 responses
- Pupil Council and pupil focus groups run by our project leaders
- Directorate and development officer team at Renfrewshire Council Children's Services
- Other secondary head teachers
- Skills Development Scotland
- The Home Link Service
- Our Educational Psychologist / Renfrewshire Nurturing Relationships Approach team

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

How will we 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:

- Adherence to the Renfrewshire Council Quality Improvement Framework
- Whole school and department quality assurance programme using the quality indicators from HGIOS?4
- Whole school and departmental quality assurance calendars
- Weekly Senior Leadership Team meetings to ensure operational good practice and strategic improvement
- Weekly Extended Leadership Team meetings with Principal Teachers to ensure operational good practice and strategic improvement
- Regular department meetings to ensure the smooth running of departments and progress with the department improvement plan.
Attendance by link SLT member whenever practicable.

- Scheduled link SLT and Principal Teacher 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 teaching staff at all levels, student teachers and Newly Qualified Teachers
- Regular review of pupil and departmental performance in certificated courses through attainment tracking using SEEMIS and inhouse tracking systems
- Pupil questionnaires and discussion groups on specific areas of development
- The school continues to actively seek the views of pupils, parents and staff through surveys and focus groups

Each year we also complete a standards and quality report and a self-evaluation document which are both monitored by Renfrewshire Council Children's Services' staff. Our link Education Manager is Julie Colquhoun, and our link Head of Service is Tracy McGillivray.

Improvement Priority 1 : Maximising Outcomes for Learners

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| <p>HGIOS QIs 3.2 – raising attainment and achievement 2.3 - curriculum</p> | <p>NIF Priorities</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people | <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> | <p>NIF Drivers</p> <p>Assessment of Children's progress</p> <p>School Improvement</p> <p>Performance Information</p> |
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| Rationale for change | Outcome and Expected Impact | Measures | Intervention |
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| <p>LITERACY CfE data and primary transition data indicate that only 68% of current S1 pupils achieved expected level in writing and 77% in reading at the end of P7. This is impacting rate of progression through BGE and unless addressed will continue to impact L6 achievement in S5 which is currently lower than VC.</p> | <p>Pupils not making sufficient progress are identified and targeted interventions are put in place across the school.</p> <p>Internal tracking data throughout S1 used to assess and measure progress against initial transition data.</p> <ul style="list-style-type: none"> Target is to achieve a minimum of 82% of new pupils S1 completing L2 Literacy by the end of S1. Stretch Aim is to achieve a minimum of 86% pupils S1 completing L2 Literacy by the end of S1. <p>Pupils in S1-S3 will begin to make more rapid progress towards expected levels in literacy:</p> <ul style="list-style-type: none"> Aim: Most pupils will have achieved CFE third level in literacy by the end of S2. | <p>Baseline survey data can be used for comparison against later surveys, post-intervention.</p> <p>By June 2023 feedback from all stakeholders will show a clear improvement in the delivery of and awareness of the literacy and numeracy benchmarks across the BGE curriculum (against baseline consultation).</p> <p>Evidence of planning for literacy and numeracy evident in</p> <ul style="list-style-type: none"> Department DMs curriculum plans PT-SLT meeting class visit programme <p>English Departmental Minutes show collegiate approach to embedding talk for writing across</p> | <p>Appointment of 1FTE transition teacher (Ren Council SAC funded) to provide targeted literacy intervention in S1. YEAR 1</p> <p>Training for English department on 'Talk for Writing' by LA Literacy development officer. YEAR 1-2</p> <p>Create a working group for whole school literacy and numeracy development. This will be led by a PEF funded project leader. YEAR 1-3</p> <p>The Cluster Improvement plan has a focus on writing for 22/23 and the JHS English Team will be contributing to this. This will address variations in approach to literacy and numeracy benchmarks in all curricular areas. Methods:</p> |
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| <p>NUMERACY In numeracy, 80% of all learners in S1 achieved expected level in P7 however when analysed it is evident that the 30% most deprived pupils/FSM pupils are not achieving at the same rate (70%/68%).</p> | <ul style="list-style-type: none"> - Most pupils will have achieved CFE fourth level Literacy by the end of S3. (This will be further reviewed when SNSA data available) <p>Particular focus on: S3 Boys writing. Currently 68% of S3 boys achieving CFE level 4 at end of S3. Increase to 72%</p> <p>SIMD 1-3. Currently 66% of SIMD 1-3 pupils achieving CFE level 4 at the end of S3. Increase to 70%.</p> <p>Care experienced learners: Writing. Currently 10% of pupils achieving CFE level 4 by end of S3. Given knowledge of cohort, increase to 50%.</p> <p>Boys reading: Currently 71% of boys achieving reading CFE level 4 by end of S3. Increased to 76%.</p> <p>Pupils in S1-S3 will begin to make more rapid progress towards expected levels in numeracy:</p> <ul style="list-style-type: none"> - Improve performance in 30% most deprived pupils and FSM pupils to be in line with rest of cohort. - In S3 FSM pupils performance will increase from 54% to 70% | <p>the English BGE curriculum and also their work with cluster schools.</p> <p>Staff report that they are more aware of pupils requiring differentiated materials to support their learning.</p> | <ul style="list-style-type: none"> - Departmental Audits - Learning Walks <p>Stakeholder survey on current delivery/awareness of /confidence with literacy and numeracy benchmarks across the BGE curriculum. YEAR 1</p> <p>Teacher CLPL on effectively embedding literacy and numeracy benchmarks into curriculum planning and provide support with assessing pupil progress against expected levels throughout S1-3. YEAR 1</p> |
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| <p>In a recent staff survey 40% of staff asked for further support with differentiation in BGE.</p> | <p>achieving CFE Level 4 Numeracy by the end of S3. (June 2023)</p> <ul style="list-style-type: none"> - In S3 Care experienced pupils performance will increase from 20% to 60% achieving CFE Level L4 Numeracy by the end of S3. (June 2023) - Aim: Most pupils will have achieved CFE Level 3 in numeracy by the end of S2 (June 2023). - Most pupils will have achieved CFE Level 4 in Numeracy by the end of S3 (June 2023). <p>(This will be reviewed when SNSA data available- November 2022)</p> | | |
| <p>CURRICULAR APPROACHES Tracking and monitoring processes show that we need to further develop consistent, high -quality curricular approaches in both the senior phase and BGE which ensure that</p> <ul style="list-style-type: none"> - all our pupils are receiving an equitable learning experience that builds confidence and | <p>Tracking data shows that performance of vulnerable groups is improving over time.</p> <p>ACEL data/LA data dashboards shows that almost all pupils are achieving expected levels by the end of S3, and most pupils are exceeding expected levels by June 2025.</p> <p>ADD INSIGHT DATA (FROM SEPT 2022 UPDATE) FOR SP ATTAINMENT TARGETS</p> | <p>WTA shows dedicated time for working groups.</p> <p>Minutes of working group meetings include evidence of new practices being embedded.</p> <p>3-year plan of improvement by BGE working group is incorporated into 2023-2025 whole school improvement plan.</p> <p>Progress against key skills measured using updated BGE tracker through updated ELT training programme with opportunities for cross-curricular moderation of identified key skills.</p> | <p>Appointment of a PEF funded attainment project leader.</p> <p>YEAR 1</p> <p>Standardised assessment (CAT testing) in S1 will support baseline assessments and allow the development of flightpath model of target setting to identify pupils underperforming more clearly against projected target grades.</p> <p>YEAR 1-2</p> <p>We will offer more targeted interventions in S1-S3 to improve outcomes for underperforming groups of pupils.</p> |

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| <p>develops key skills in learners</p> <ul style="list-style-type: none"> - pupils maximise their attainment and achievement outcomes. | | <p>Data will be analysed and any trends/patterns/concerns identified which will be addressed in DHT/PT link meetings and then discussed at SLT meetings.</p> | <p>YEAR 1-3</p> <p>BGE working group will produce suggested 3-year plan of improvement by Dec 2022. YEAR 1</p> |
| <p>CURRICULAR CONSULTATION The current curriculum model has been challenged by staff, pupils and parents in the following areas:</p> <ul style="list-style-type: none"> • Quality Assurance meetings with middle leaders have identified concerns over insufficient learning time in S4 to cover content in SQA national courses (worsened during the pandemic) and feel pupils would benefit from more time to cover content over S3 and S4. • Pupil voice indicates a level of | <p>All stakeholders will have been consulted and a decision will be made on changing the curriculum structure. If the consultation is in support of such a move, change of curriculum structure to the 2/2/2 model by June 2023.</p> <p>Change in curriculum model will allow many pupils to achieve an additional L5 qualification at the end of S4 and so pupils will be able to access more L6/7 courses in S5/6 providing a greater number of future pathways.</p> | <p>Consultation with all stakeholders will take place in October 2022.</p> <p>Review progression statistics from S3>SP and use flightpath model to more accurately assign option choices.</p> <p>All stakeholders will feel consulted, and results will be shared openly.</p> <p>All stakeholders will agree that the consultation has been transparent and that their views have been considered.</p> <p>Consultation results will indicate the majority opinion on curriculum change proposals.</p> <p>Application is successful and our curriculum offer is recognised for its robustness and inclusiveness.</p> | <p>Assess effectiveness of BGE Curriculum in preparing pupils for SP.</p> <p>Develop a communication strategy for all stakeholders outlining the pros and cons of any curriculum model alteration. YEAR 1</p> |

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| <p>disengagement with their 8th/9th subject choice in S3</p> <ul style="list-style-type: none"> • More accessible skills for work courses could be introduced in S3 improving pathways to a positive destination. | | | |
| <p>WIDER ACHIEVEMENT As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters. Currently not all pupil achievements are identified through traditional SQA certification.</p> <p>We recognise the importance of meeting the wide range of needs of young people who are struggling to cope with a standard mainstream curriculum/timetable.</p> | <p>The % of pupils receiving in-house wider achievement recognition increases from 15% to 25% of our pupil population (cumulative) in June 2023.</p> <p>SQA results/option choice data shows positive impact of new curriculum structure in August 2024:</p> <ul style="list-style-type: none"> - Most of the new courses offered in the March 2022 option form will run in session 2022/23. - Almost all pupils presented for new courses will achieve a full course award at 2023 certification - There will be a reduction in the number of level changes and withdrawals required. <p>The number of pupils achieving 5 qualifications @L5+ /L6+ increases.</p> | <p>Data from in-house wider achievement tracker.</p> <p>SQA results/option choice data shows positive impact of new curriculum changes in August 2023.</p> <p>Successful application for SCQF Silver Award.</p> | <p>Continue to embed the new processes for rewarding achievement and celebrating success at whole school/ departmental/ community level. This will be led by a PEF funded project leader. YEAR 1-3</p> <p>More detailed tracking of breadth and depth data for pupils undertaking new qualifications implemented, with increased Pastoral PT contribution.</p> <p>Establish a whole school working group on the curriculum. YEAR 1-3</p> <p>Apply for SCQF Silver Award; then gold YEAR 1 – 2</p> <p>Embed alternative curriculum introduced in Aug 2022. YEAR 1-3</p> |

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| | <p>(Further detail will be provided post results, August 2022.)</p> <p>By August 2023, the impact of new courses will result in an increase in the number of SCQF Level 5+ and Level 6+ passes compared with August 2022.</p> | | <p>Support enrichment of the curriculum by offering CLPL on outdoor learning/IDL. YEAR 2</p> <p>-</p> |
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Improvement Priority 2: Improving Learning, engagement, and quality of teaching

| HGIOS QIs 2.3 learning, teaching and assessment 2.5 family learning | NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people | | NIF Drivers <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's progress School Improvement Performance Information | |
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| Rationale for change | Outcome and Expected Impact | Measures | Intervention | |
| <p>UPSKILLING OUR STAFF In a recent parental survey (40% completion) 50% (147) of parents identified 'Continue to upskill our teachers on delivering high quality lessons' as their top priority for school development this session.</p> <p>Through learning walks, classroom observations and PT standards and qualities submissions it is clear that staff require support on direction on creating more inclusive and ASN friendly learning environments.</p> <p>We know we need to provide a professional learning programme to facilitate high quality teaching and ongoing</p> | <p>In year 1 there will be high levels of engagement with all CPD offers (no existing baseline).</p> <p>Observations and learning walk feedback forms will show almost all learners are engaged in their learning and progressing more quickly towards expected targets, especially in BGE. (June 2024)</p> <p>In year 2 we will be able to promote coaching sessions to develop a coaching Team who can support colleagues with all aspects of LTA.</p> <p>In year 3 CPD processes will be embedded and enable the school to apply for GTCS Excellence in Professional Learning Award.</p> | <p>DHT LTA will monitor attendance rates and evaluate effectiveness of sessions (impact).</p> <p>Year on year tracking and monitoring data will show an improvement in effort, behaviour and homework levels.</p> <p>Pupil Voice will be collected and will show a positive change in pupil responses to the quality of learning and teaching from the baseline responses collected in August 2022.</p> <p>Almost all teachers can identify specific improvements to their practice arising from Professional Learning (including all training and learning observations)</p> <p>ELT meetings agendas/minutes evidence PT engagement with LTA Policy/QA calendar.</p> <p>DHT/PT Link Meeting agenda/minutes.</p> | <p>Appointment of a learning, teaching and assessment project leader (PEF funded). YEAR 1-3</p> <p>Creation of a learning, teaching and assessment working group. YEAR 1-3</p> <p>We will develop an in-house CPD programme to upskill teachers in those areas identified in staff survey as requiring input. YEAR 1</p> <p>We will promote local authority initiatives around improving LTA i.e. Teach Meet/Learning Festival YEAR 1-3</p> <p>We will begin to implement Circle training to develop and embed Inclusive Learning and collaborative working across all departments. YEAR 1-2</p> | |

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| <p>professional development, across the school. Research shows there is a strong correlation between effective CLPL and positive learner outcomes</p> | | | <p>Coaching approaches will feature in the inhouse CLPL programme. YEAR 2</p> <p>We will apply for GTCS Excellence in Professional Learning Award. YEAR 3</p> <p>Targeted pupils, with a focus on those living in SIMD 1-3, will have more targeted and differentiated materials in lessons to ensure more rapid progression towards their target level/grade. YEAR 1-2</p> <p>Pupils will be challenged on passivity in lessons and will be encouraged to engage with more directed feedback to improve task completion rate. YEAR 1</p> <p>We will promote effective formative assessment mechanisms and share good practice through CPD sessions. YEAR 1</p> <p>In-service Programmes will be linked closely to the school improvement plan with more engaging inserts from external speakers where appropriate. YEAR 1-3</p> |
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| | | | <p>Lesson Observation processes will be enhanced with clear guidance on expectations of observer/observee and observation forms will be more streamlined to ensure consistency across departments. YEAR 1</p> <p>We will promote excellence in middle leadership (EML) by promoting local authority/ Education Scotland / West Partnership offers. These will supplement our own in-House CLPL Programme. YEAR 1-3</p> <p>ELT meetings will be more regular, and the agenda will link to both the SIP and QA calendar. YEAR 1-2</p> |
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| <p>ENSURING HIGH-QUALITY LEARNING AND TEACHING</p> <p>We are ambitious for our teachers and our pupils. We know that all teachers can continue to improve their practice and that all pupils are on a journey with their learning.</p> <p>We are committed to ensuring that pupils receive a high-quality experience in EVERY classroom and that there is consistency of practice.</p> | <p>Engagement in, and enjoyment of, lessons is improved, with consequent improvement in pupil progress.</p> <p>Almost all learners experience a consistently high standard of teaching in every subject, in every classroom. (June 2025)</p> <p>Almost all whole school and departmental quality assurance calendars are successfully completed each session.</p> | <p>Pupil Focus Group Minutes – comparison of responses throughout the session to baseline responses.</p> <p>Working group action plan and minutes of meetings.</p> <p>Quality assurance calendars</p> <p>Learning and teaching policy</p> <p>DM minutes</p> <p>Lesson observations and professional dialogues.</p> | <p>A LTA working group will be established. YEAR 1-3</p> <p>LTA working group will review the learning and teaching policy. YEAR 1-2</p> <p>LTA working group will use research to inform developments in classroom practice across the school. Year 1-3</p> <p>A supportive classroom ethos will be supported by the use of senior pupils to support BGE classes. YEAR 1-2</p> <p>The LTA project leader will promote good practice throughout the school and make resources more accessible to all colleagues. Year 1-3</p> <p>We will continue to run our PEF funded BGE Homework Club. YEAR 1-2</p> |
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| <p>CONTINUE TO DEVELOP A SUPPORTIVE LEARNING COMMUNITY</p> <p>Feedback from parent/carer surveys shows us that further work is needed to engage parents and carers in family learning.</p> <p>We aim to create an learning environment that supports the school to raise standards and to promote a culture of life-long learning.</p> | <p>Pupil voice impacts learning, teaching and assessment through a variety of means including</p> <ul style="list-style-type: none"> - Pupil council - How good is OUR school (HGIOURS) <p>Pupils regularly benefit from the ELT working collegiately and will be able to identify positive changes taking place as a result. (June 2023)</p> <p>Awarded digital school award (June 2025)</p> <p>Survey results will show increased parental engagement and satisfaction with the service they receive from the school. (June 2024)</p> | <p>Pupil Feedback in focus groups/surveys clearly shows that pupil feel that their feedback is directly impacting classroom practice.</p> <p>Themed learning walk schedule is agreed with ELT and minutes of ELT meetings/learning walk feedback form show improved ELT engagement with QA processes.</p> <p>ELT meeting minutes will consolidate good practice and show feedback is being shared.</p> <p>Parental feedback indicates high level of engagement with digital resources/family learning resources.</p> <p>Evidence collated for Digital School Award</p> <p>Utilise parent survey data collated on Renfrewshire data dashboard.</p> | <p>Appointment of a PEF funded pupil leadership project leader. YEAR 1-3</p> <p>Creation of a pupil leadership / HGIOURS working group. YEAR 1-3</p> <p>Current PIP project leader will continue to work with families to support family learning. YEAR 1-3</p> <p>Showcase events will ensure good practice is shared across the learning community. YEAR 1-3</p> <p>We will ensure pupils have access to a wide range of materials online and that digital technology is fully utilised in the classroom and at home. YEAR 1-3</p> <p>Learning walk schedule will be linked to the How Nurturing Is Our School? (HNIOS) themes and PTs will share observations during CLPL sessions. YEAR 1-3</p> <p>Voluntary TLCs will be arranged to allow colleagues to approach professional reading collegiately.</p> |
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| | | | <p>YEAR 1</p> <p>Transition learning and teaching events will take place at all levels (P7>S1, year group progression, S6>)</p> <p>YEAR 2-3</p> <p>The quality assurance programme will ensure that parent/carer voice is collected regularly and is discussed with all stakeholders to inform good practice.</p> <p>YEAR 1-3</p> |
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Improvement Priority 3: Health and Wellbeing of the JHS community.

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| <p>HGIOS QIs 2.4 personalised support 3.1 improving wellbeing, equality and inclusion 3.3 increasing creativity and employability</p> | <p>NIF Priorities</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people | <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> | <p>NIF Drivers</p> <p>Assessment of Children's progress</p> <p>School Improvement</p> <p>Performance Information</p> |
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| Rationale for change | Outcome and Expected Impact | Measures | Intervention |
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| <p>WELLBEING We aim to create a happy, safe, and secure environment, where members of our school community are healthy, enjoy learning, achieve their potential, respect and value each other and themselves.</p> <p>Pupils had the opportunity to give their thoughts and feelings on all aspects of wellbeing via in-school, local and national surveys that identified 'feeling safe' and 'mental health' as key priorities.</p> <p>We recognise that nurturing approaches are key in supporting the health and wellbeing of young people.</p> | <p>Improved physical and mental health of pupils and staff (wellbeing agenda). This can be evidenced qualitatively and quantitatively.</p> <p>Pupil feedback will show annual improvements in learner resilience and self-confidence which will impact positively across the curriculum.</p> <p>Awarded Silver RRSA (June 2024)</p> <p>Awarded Gold RRSA (June 2026)</p> <p>Attendance in 12 targeted BGE pupils (ISA caseload) will improve to above 70% (stretch aim 75%) by June 2023.</p> <p>We are a nurturing school community with nurturing approaches embedded in everything we do. We obtain RNRA gold accreditation for our work on nurturing approaches.</p> | <p>Glasgow motivational wellbeing surveys (staff/pupils) through RNRA.</p> <p>Small tests of change/pupil focus groups.</p> <p>Pupil attendance statistics.</p> <p>Professional Advisor will measure progress against RRSA strands and Outcomes.</p> <p>Staff uptake in February HWB in-service activities.</p> <p>ISA caseload tracking information.</p> <p>Pupil council agendas and minutes show pupils feel more positive about their safety in school.</p> <p>Wellbeing Wheel will be used in PSE lessons to identify areas of concern/issues needing addressed.</p> <p>DM meeting minutes have regular HWB focus and are used to raise concerns.</p> | <p>To support staff mental wellbeing, we will introduce Exchange Counselling- Reflective practice group sessions (initially for pupil support staff moving to whole school focus in year 3). YEAR 1-3</p> <p>We will work towards embedding children's rights in the school's policy, practice and ethos, as outlined in the RRSA Strands and Outcomes.</p> <p>Colleagues will be able to attend CLPL sessions on Mental Health and Wellbeing. YEAR 1-2</p> <p>Physical wellbeing will be supported through a targeted HWB in-service day in Feb 2023. YEAR 1</p> <p>ASN Working group /Nurture core group established which continues to embed nurturing approaches across the school</p> |

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| <p>Pupil voice tells us that pupils would like to see enhanced adult presence in key areas of the school.</p> | | <p>Nurture core group meetings and minutes.</p> <p>Evidence compiled for gold RNRA accreditation.</p> | <p>and apply for RNRA gold accreditation. YEAR 1</p> <p>To support pupils' mental wellbeing, we will raise awareness of the bullying policy with pupils and parents, and will approach all stakeholders to gather views and implement changes as required. YEAR 1 -3</p> <p>Pupil resilience will become a key feature of the whole school PSE programme. YEAR 1-2</p> <p>We will continue to support and promote services offered by Ren 10. YEAR 1-2</p> <p>We will address 'feeling safe' concerns raised by pupils by providing Safe Spaces that pupils can access easily when required. YEAR 1</p> <p>S6 pupils will support younger pupils by supervising named safe spaces in school. YEAR 1</p> <p>Break and Lunch Supervision Rota. YEAR 1</p> <p>Patrol rota for PTs. YEAR 1</p> |
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| | | | Barnardos Training (Time for Listening- All staff and bespoke SLT) will offer wellbeing support to staff. YEAR 2-3 |
| <p>INCLUSION We consider pupils' varied life experiences and needs. We recognise that we must prioritise equity and provide a range of opportunities and support for all our pupils to maximise outcomes.</p> <p>We know from the data in our pastoral intervention chronology that we need to target vulnerable groups for further supports e.g. care experienced learners and those living in poverty.</p> <p>To ensure learners who fall into any of the nine protected characteristics continue to feel supported we will actively challenge discrimination by the positive promotion of equity and equality, and the creation of an environment which champions respect for all.</p> | <p>We will ensure that there are no financial barriers to accessing education in JHS.(June 2025)</p> <p>We will support our families to access appropriate services and funding where possible.</p> <p>Supported by PEF funded project leaders, attendance will improve in the following year groups by June 2023:</p> <p>S1 90 > 92 % S2 89 > 91% S3 87 > 89% S4 87 > 89% S5 89 > 91% S6 sustain 93%</p> <p>Individual pupils targeted by PEF Funded pastoral project leaders will improve attendance by an average of 5%.</p> <p>Pupils targeted by the ISA will show improvements in attendance from the previous year.</p> <p>Formal exclusions will reduce from 34 incidents (20 pupils) to 25 incidents (15 pupils).</p> | <p>Internal records of cost of the school day funding channels.</p> <p>Records of PEF spending.</p> <p>Referrals to appropriate services.</p> <p>EST minutes and pastoral notes.</p> <p>Whole school attendance statistics, broken down by year group.</p> <p>The changes in the attendance policy will ensure the pastoral support team identify and support core groups of pupils with specific attendance issues.</p> <p>Pastoral project leaders caseload data.</p> <p>ISA caseload data.</p> <p>Exclusion data will show a reduction in pupils being formally excluded; fewer care experienced pupils being excluded; and fewer young people being excluded on multiple occasions.</p> <p>Referral data, whole school and broken down for S2 - male/ female.</p> | <p>Equity will continue to be a key focus of school improvement. YEAR 1-3</p> <p>COTSD spending will continue to be used to support families from the most deprived backgrounds. YEAR 1-3</p> <p>Appointment of Equity lead (PEF FUNDED). YEAR 1</p> <p>We will review and adapt (where necessary):</p> <ul style="list-style-type: none"> the attendance policy role of pastoral project leaders the role of the transition teacher (is determined by Ren Council SAC funding) the role of the ISA (is determined by Ren Council SAC funding) <p>CLPL at SLT/ELT/whole school level will ensure the school have all mechanisms and procedures in place to embed 'the Promise'. YEAR 1-3 LIAISON WITH HQ</p> |

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| <p>Based on the results of an in-school participation survey we will aim to continue to develop our culture of inclusion and diversity in which success is celebrated and all those connected to the school feel proud of their identity and able to participate fully in school life.</p> | <p>The number of exclusions of care experienced pupils will reduce from 11 to 7 (year 1) 3 (year 2) 0 (year 3)</p> <p>Reduction in number of pupils experiencing multiple exclusions from 8 to 5 (Year 1)</p> <p>Reduction in referrals for S2 by June 2023 from an average of 1.9 to 1 per pupil.</p> <p>S2 Boys will reduce from 2.4 > 1.5 per pupil.</p> <p>We will achieve gold RNRA accreditation by June 2023.</p> <p>Almost all learners directly supported by the nurture base will show improvements in their progress within their Boxall Profiles, year on year.</p> <p>Mentoring programme in place by 2024 to support targeted groups of pupils.</p> <p>We will achieve the LGBT Youth Scotland Gold Award by June 2023.</p> <p>Inclusion teacher will support pupils to achieve alternative qualifications in the SP and BGE.</p> | <p>Survey and feedback at DMs / PRDs will indicate that almost all teachers will report increased confidence and comfort with their knowledge and skills in nurturing approaches and behaviour/relationships management.</p> <p>Evidence compiled for RNRA gold accreditation.</p> <p>Nurture core group minutes of meetings.</p> <p>Boxall Profiles for the 50+ learners supported by the nurture base will show almost all recording progress in their targets year on year.</p> <p>Evidence compiled for LGBT gold award accreditation. This will include records of staff training. Umbrella group activity and feedback via pupil focus groups.</p> <p>Lesson observations</p> <p>Inclusion Teacher observation/meeting minutes/tracking and monitoring data.</p> <p>Satchel 1 reports reviewed at ELT training sessions and during DHT/PT link meetings.</p> <p>House EST/Pastoral DM meeting minutes/SLT meeting minutes.</p> | <p>Working group on relationships / managing distressed behaviour established.</p> <p>YEAR 1-3</p> <p>We will up-skill staff on strategies to support challenging behaviour in the classroom using evidence-based approaches.</p> <p>Circle Training August 2022</p> <p>Pivotal training ongoing session 2022</p> <p>YEAR 1-2</p> <p>Targeted intervention with identified group of S2 boys.</p> <p>YEAR 1</p> <p>We will continue to support RNRA to improve outcomes for children, young people and families in Renfrewshire and support key local priorities for children's services. Year 1-2</p> <p>We will develop a mentoring programme and will offer CLPL to staff volunteers and pupils.</p> <p>YEAR 2-3</p> <p>We will complete our gold LGBT accreditation and embed inclusive approaches in our practice.</p> <p>YEAR 1-2</p> <p>Appointment of inclusion teacher (PEF funded) YEAR 1</p> |
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| | <p>All SP pupils working with the inclusion teacher will achieve 5 L3+ qualifications by the end of S4. Most SP pupils working with the inclusion teacher will achieve 5 L4+ qualifications by the end of S4. Most BGE pupils working with the inclusion teacher will achieve the expected level in literacy and numeracy.</p> <p>The homework completion rate will be analysed termly and will show improvement by June 2023.</p> <p>Increase in number of Satchel One points from an average of 29 per pupil per term to 50 per pupil per term by June 2023.</p> | <p>Pastoral news weekly updates/emails/pastoral notes.</p> <p>August in-service day training programme.</p> <p>Satchel One reports.</p> | <p>We will review and adapt (where necessary) our:</p> <ul style="list-style-type: none"> ● Inclusion base ● ASN provision <p>YEAR 1-2</p> <p>House teams will work collegiately to ensure there is a consistent approach to supporting young people across the school. YEAR 1</p> <p>Improve communication from Pupil Support around vulnerable pupils with barriers to learning. YEAR 1</p> <p>CLPL will upskill staff on ASN (and in particular, ASD) and give them the skills and confidence to provide level 1 courses for S1 learners in 2022-2023. YEAR 1-2</p> <p>CLPL for all staff around pupil support information sharing. YEAR 1</p> <p>The relationship policy working group will plan work on improving the consistency of approach across departmental areas and on developing and embedding Satchel One points reward system. YEAR 1-2</p> |
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| <p>TRANSITIONS</p> <p>We know that our P7 transition programme is meeting the needs of almost all learners however there is still scope for refinement.</p> <p>A number of pupils with additional support needs experience a range of difficulties in adjusting to secondary school as shown by lower grades, poor attendance and increased anxiety, particularly at key transition times such as timetable change.</p> <p>We recognise the importance of providing clear information and support to young people and their parents about their post school transition.</p> <p>We realise that we need to embed the career education standard in the BGE and support learners to engage with widening access to higher education at an earlier stage.</p> | <p>By June 2023 most S1 pupils will:</p> <ul style="list-style-type: none"> • Develop new friendships • Maintain and develop their self-esteem and confidence. • Show an appropriate interest in school life and schoolwork. • Become used to their new routines and school organisation with ease, • Experience continuity in their learning <p>ASN transition starts in P6.</p> <p>S2-S6 pupils will report a less stressful transition into their new timetable than in previous sessions. Almost all ASD learners will attend their classes in the first week of the new timetable.</p> <p>All S2 pupils are offered a careers appointment with SDS.</p> <p>Almost all learners S1-3 will be registered on My World of Work.</p> <p>Careers Advisor appointments and resulting actions/interventions will evidence that almost all pupils who make a request from SDS benefit from individualised support.</p> | <p>Wellbeing wheel carried out at start of S1 and is repeated later in the school session.</p> <p>Settling in interviews p7</p> <p>Minutes of EST meetings in P6 and P7</p> <p>Staff observations of ASD learners S2-6 at timetable change in June 2023.</p> <p>Pastoral notes evidence individual meetings with ASD learners and their parents around planned support for transition into the new timetable.</p> <p>SDS termly data package for JHS</p> <p>My World of Work registrations</p> <p>Insight leavers destination data</p> <p>Focus groups and surveys – leavers and their parents/carers.</p> <p>Parental interviews at options evenings, and informal discussions with the Pupil Support team.</p> <p>Minutes of monthly employability EST meetings.</p> | <p>We will continue with our successful transition programme implemented in 2021-2022, and increase the number of curricular visits into primary schools (English and Maths). YEAR 1</p> <p>We will work with our primary cluster to bring the ASN transition programme into P6. YEAR 1</p> <p>We will put in place a programme of support for ASD learners prior to timetable change. YEAR 1</p> <p>Set up a working group for employability and career education standard. YEAR 1-3</p> <p>Increase visits to employers, further and higher education establishments, especially in the BGE. (Widening access agenda). YEAR 1-3</p> <p>Re-engage in the My World of Work Ambassador Programme. YEAR 1</p> <p>YEAR 1</p> |
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| | <p>Staff will be more confident in their responsibilities around the career education standard.</p> <p>Parents will be more aware of the range of supports available for pupils to help them move on to a positive destination via a range of platforms such as the school twitter</p> <p>Targeted pupils will speak positively about their work with the school's DYW officer and the employability project leader.</p> <p>By March 2023, ensure almost all of our most vulnerable prospective leavers are supported into training, activity agreements and volunteering.</p> <p>Statistics will evidence that 97% of our Summer/Christmas leavers (2021-2022) have entered a positive, post-school destination, as captured by Insight in February 2023.</p> | <p>DYW worker authority returns (monthly) detailing at-risk pupils and suite of interventions in place.</p> | <p>We will provide high-quality support with UCAS and college applications for our pupils. YEAR 1-2</p> <p>Continue to support the work of the DYW officer and the employability project leader (in conjunction with SDS, Invest in Renfrewshire, and the employability lead officer in Children's Services) to support our most vulnerable leavers. YEAR 1-3</p> <p>Employability EST meetings once per month to ensure robust plans in place for those at risk of not securing a post-school destination. YEAR 1</p> <p>Term one support packages for care experienced and winter leavers and term three, support packages for care experienced and summer leavers. YEAR 1</p> <p>Throughout the session, attempt to keep more young people in school until 18 as their outcomes improve. YEAR 1</p> |
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