



STANDARDS AND QUALITY REPORT

September 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.

Lynne Hollywood
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 bussed to school from the furthest villages. There is an active parent council that has been in place for seven sessions.

In session 2022/23 our school role was 921 however at the September 2023 census had dropped to 869. The percentage of pupils claiming free school meals is 17%, and 22% of our pupils are entitled to footwear and clothing grants. 41% of our pupils live in the Scottish Index of Multiple Deprivation (SIMD) most deprived postcode areas. 5% of our pupils are care experienced. 47% of our pupils have an additional support need. 2% have English as an additional language.

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

SUCSESSES AND ACHIEVEMENTS

CURRICULAR

- We continue to develop our P7 transition programme so that Johnstone High School (JHS) staff are delivering curricular lessons online across all seven primary schools. This session we have taken our programme into p6.
- We have worked hard to improve our curricular offer in the senior phase (S4-S6) and last session we delivered a significant range of new courses as additions to our traditional national qualification offer, ranging from Scottish Studies and Construction Skills to Finance and Criminology.
- Extra-Curricular Clubs have been supported by well-attended Freshers Fayres in September 2022 and 23. Pupils have had a range of clubs on offer, including Eco Club, Science Club, a range of sporting clubs and teams, and Music clubs such as Choir, Function Band and the Pipe Band.
- Our colours programme has been in place for just over one full session and has now awarded 40% of our young people S1-S6 for their achievements in and out of school.
- Social Subjects pupils have focused on the topic of Spotless September 2022 and 2023. In class they learned about environmental issues and how they affect our local community. Throughout the week classes across the faculty completed a litter pick of the school grounds and surrounding areas.

SPORTING

- Our S1 girls won both the Renfrewshire Road Race Gold Medal and the Renfrewshire Cross Country Gold Medal
- One of our senior girls won the Scottish National Highland Dancing Championships.
- One of our senior girls won the Renfrewshire Dance competition.
- Our BGE dance squad came second in the Renfrewshire Dance competition.
- Our senior boys football team won the Paisley and District League – the first time the school has won the league!
- Two of our senior boys represented the Senior Paisley and District football squad.
- In football, three of our senior boys won the Scottish Cup with their boy's club at the U17 age group. These boys also won the quadruple of the League, Scottish Cup, West Cup and League Cup.
- Our U15 girls football team got to the Paisley and District League Final.
- Our S3/S4 girls football team got to the National finals of the SPAR Future Stars Cup.
- Our S1-3 team won a total of 15 medals at the Renfrewshire Athletics competition.
- Our S1-3 team won two golds and two silvers at the Renfrewshire Cross Country.

INCLUSION

- In August 2023 we welcomed Magic Breakfast to Johnstone High School. Our school is the second in Renfrewshire to engage with this organisation to offer free, healthy breakfasts to all young people in our school. We hope this will support attendance and engagement.
- In February 2023 we won the Scottish Schools LGBT Gold award for our work in making our school inclusive for all our young people.
- We continue to work hard on 'Renfrewshire Nurturing Relationships Approaches' (RNRA) and this year have applied for gold accreditation.

FUNDRAISING / CHARITY

- We acknowledge Remembrance each year by fundraising for Poppy Scotland and delivering themed lessons / assemblies.
- The Music and CBE Departments held a very successful J-High Does Christmas music and fundraising event.
- Over session 2022/23 we did lots of fun things to raise funds for charities. This included raffles and discos. The charities we support have included:
 - Renfrewshire Food Bank
 - Lisa's Gift
 - Marie Curie
 - School Funds
 - Children in Need

CREATIVE

- One of our S2 pupils was a finalist for the Janet Coats Memorial Prize for poetry in February 2023
- Two of our pupils' stories were chosen to be published in The Young Writers Anthology and a copy will remain in the National Archives of the British Library forever. They had to write a story inspired by Twisted Tales 2022 - A Different Voice, in no more than 100 words.

- One of our S5 pupils was commended in this year's Scottish Schools' Young Writer of the Year competition.
- Scottish Schools Pipe Band Championships Freestyle competition: JHS Pipe band & Function Band took 3rd place in March 2023
- JHS Freestyle group (pipe band) closed the #YMIScotland 20th anniversary event in March 2023
- One of our S6 pupils won Renfrewshire Young Musician of the Year in April 2023
- One of our pupils achieved juvenile solo drumming at Sanquhar in March 2023
- One of our pupils took 2nd place at the Kingdom Thistle Solos 2nd Place in April 2023
- One of our pupils took 1st place at the Highlands & Islands Music Festival 1st Place in April 2023
- Three of our pupils took part at the National Youth Pipe Band Usher Hall performance in April 2023
- The Renfrewshire Pipe Band had a very successful year, and the vast majority of the team are made up of JHS pupils. Here are their successes from last session:
 - Scottish Schools Pipe Band Championships: Renfrewshire Schools' Junior Band 4th place March 2023
 - Gourock Highland Games: Renfrewshire Schools' Pipe Band: 1st Place in May 2023
 - 2nd and 12th place at the European Pipe Band Championships
 - 1st place at the Renfrew Pipe Band competition
 - Performed at the UCI World Cycling Championships
 - 1st place at the North Berwick Pipe Band competition
 - 1st place at the Scottish Pipe Championships
 - 1st in the Novice B category at the fiercely-competitive World Pipe Band Championships – WORLD CHAMPIONS!

POST SCHOOL

- 99% of our leavers go on to a positive, post-school destination - employment, training, college or university.
- The Art and Music departments have strong links with former pupils who went into the industry and this year a number of our leavers have accepted courses in a variety of creative disciplines at college and university.

SCHOOL AWARDS

- We have achieved the **GOLD Award from the Scottish Credit and Qualifications Framework (SCQF)** for our work on diversifying our curriculum to best meet the needs of pupils. We were the first school in Renfrewshire to achieve this and only the fourth in Scotland.
- We have achieved the **GOLD Chartermark from LGBT Scotland.**
- Vision Schools Scotland Award (supporting holocaust education) in February 2023
- Tee'd Up, our Young Enterprise team, winners at the regional finals in March 2023
 - Overall regional company of the year
 - Renfrewshire company of the year
 - Best digital presence
 - Best presentation award
 - Best interview award
- The Young Enterprise Group, Tee'd Up, were the second most successful team at the Scottish Young Enterprise Finals in Hampden on 1st June. The prizes they took were:
 - Best Digital Presence
 - People's Choice Award
 - Best Managing Director
 - Best Centre Lead Teacher

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Performance Information

- All teachers are increasingly skilled at using data software packages to support our young people, and they in turn are supported by our PT Attainment and Attainment Project Leader. For example, reporting data is summarised for principal teachers (PTs) to allow them to analyse performance patterns and track the performance of all pupils. This allows teachers to put in place timely and impactful interventions.
- The Pupil Support team use a range of data including attendance, attainment, additional support needs information to identify pupils who are struggling with aspects of school life. We then put appropriate support packages in place. These can include school, authority or third sector supports.
- Pupil surveys in school and by the local authority give us valuable information on how best to support young people around their learning, social emotional development, and their place in their school/local community. We use this to help design our PSE programme, so it meets the unique needs of our pupils.

Here is our attainment, taken from Insight at the Feb 2023 update:

In terms of leaver data, we outperform our virtual comparator in EVERY MEASURE. Highlights include:

- 99% of our leavers go on to a positive, sustained post-school destination. This is the highest in Renfrewshire and well ahead of the virtual comparator.
- Our percentage of school leavers attaining level 4 Literacy and Numeracy (90.64%) continues to be ahead of our virtual comparator (89.18%).
- Our percentage of school leavers attaining Level 5 Literacy and Numeracy (70.18%) continues to be ahead of our virtual comparator (65.14%).
- This positive data extends to our S4/S5/S6 leavers within SIMD 1+2 who outperform the virtual comparator for both Level 4 and Level 5 Literacy and Numeracy.
- The average total tariff points for our S4/S5/S6 leaver cohort remains ahead of our virtual comparator.
- 53.11% of our S4 cohort achieved 5+ Level 5 awards which is ahead of our virtual comparator (47.63%).
- 85.88% of our S4 cohort achieved 1+ Level 5 award which is ahead of our virtual comparator (79.49%).
- The positive trends are highlighted in the attainment of our pupils within SIMD 1+2 who outperform the virtual comparator for awards for 1+ Level 5 (71.43%) and 5+ (36.73%).
- In S5 45.18% of pupils achieved 3+ Level 6 awards which is higher than our virtual comparator at 39.40%.

School Leadership

- We offer leadership opportunities for aspiring middle and senior leaders through project leader posts and working groups which are all based on school improvement priorities.
- Weekly extended leadership meetings (SLT and PTs) have been in place since August 2022 to improve collegiate working and ensure all school leaders are focused on overtaking school improvement priorities.
- We have strong representation at local authority subject forums; five forums are led by JHS PTs. This shows that our colleagues are providing a leadership role at both school and local authority levels.
- The support we offer colleagues in their leadership journey has resulted in two teachers being promoted to substantive PTs of pastoral support; and two PTs to substantive depute heads.
- Last session we developed an enhanced pupil leadership programme with over 40 prefects in the senior school. In addition to developing valuable leadership skills, these young people supported the school ethos, provided supervision and supported younger pupils.
- In August 2023 we put in place a Pupil Leadership Academy covering six main areas of school life. This is to ensure young people S1-S6 are having their voice heard and are making leadership decisions about their school. The areas covered are: events and fundraising; classroom experience (leaders of learning); environment (eco); health and wellbeing (previously Pupil Council); employability; and digital technologies.

Parental Engagement

- We are committed to keeping our families well informed. Parents are contacted regularly around school expectations, assessment and reporting, parent's evenings and we provide regular written updates.
- The Parent Council continues to work closely with us around all aspects of school life. As a result, parent voice is directly shaping our improvement priorities. They support with recruitment and fundraising, often contributing financially to provide fun activities for pupils.
- We send surveys to parents and appreciate their feedback. In 2022/23 we surveyed parents and carers on homework and as a result made changes to our school approach and use of Satchel One/Teams.
- We also carried out a large-scale parental consultation around our BGE curriculum. As a result of the overwhelmingly positive feedback, we made a change to our S3 curriculum offer.
- In session 2022/23 we empowered pupils to raise the profile of areas of school life with our families at information and parents' evenings. An example of this would be our SCQF pupil ambassadors upskilling parents on National Progression Awards (NPAs) and skills for work courses.
- In response to the cost-of-living crisis, in 2022/23 we brought in the department of work and pensions to attend every parents' evening to make sure our families were accessing all the benefits they are entitled to. Since August 2023 we have had a citizens advice worker linking with the school once a fortnight to help our families with matters relating to debt, benefit, housing etc.
- Each year we offer our families a range of information evenings e.g. senior information evening in September/ open evening in October/ options in January / P7 transition in June. Each is designed to give families the information they need to support their young person at home.

Teacher Professionalism

- In 2022/23 we introduced a new format for teachers annual 'professional review and development' (PRD) process. Our new system supports staff to reflect on their progress against GTCS professional standards, and

to highlight areas of strength and development, aligned to our school improvement plan. Staff now have clearer personal development targets and we have matched these up with in-house continuous lifelong professional learning (CLPL).

- Linking to the point above, in 2022/23 we introduced a new in-house CLPL programme for staff. This was training for staff, provided by staff, and is linked to colleagues' needs as outlined in the PRD process. Uptake at these sessions was very positive, and staff evaluations showed these training sessions were having a positive impact on teaching and learning. A survey of young people at the start and end of the school year showed there had been improvements in classroom practice. We have further developed the CLPL programme into session 23/24.
- The Renfrewshire Learning Festival took place in February 2023, the focus being on improving learning and teaching and the classroom experience for young people. Several JHS teachers presented workshops which were attended by teachers from across the 11 Renfrewshire high schools.
- Staff also have access to external professional learning and leadership development. In 2022/23 one colleague successfully completed the Into Headship Qualification; five others engaged in middle leadership professional learning opportunities through Renfrewshire Council /Education Scotland.
- Throughout session 2022/23, all teachers have completed a 'professional enquiry' as part of being in a working group. This drives forward school improvement priorities and also ensures teachers are fulfilling their GTCS requirements.
- In session 2022/23 we continued our journey to become an LGBT inclusive school, with many staff going through training courses with LGBT Scotland. Having achieved Gold LGBT School status, we are confident that our learners are welcomed and valued in our school community. We continue to champion inclusion, equality and diversity.
- In session 2022/23 we underwent further nurture training by the Educational Psychology (EPS) team on 'the importance of transitions. One example of the impact of this training is that we are more mindful of supporting learners with additional support needs (ASN) when changing timetable mid-session.
- In session 2022/23, all staff engaged in CIRCLE training to help us make our school, corridors and classrooms more inclusive. In 2023/24, we are embedding the CIRCLE into classroom practice, for example, we have implemented visual aids for learning in corridors and across our classrooms.
- In August 2023 our school community began Renfrewshire's Inclusive Communication Environments (RICE) training, also delivered by the EPS team. We look forward to further embedding inclusive practices in our work; this will benefit all learners including those with ASN.

School Improvement

- In session 2022/23 we carried out a full programme of classroom observations using the CIRCLE framework as a template, and departmental closer look reviews of English and Science. All of this allowed us to identify and share areas of strength, and work on areas that need to be developed.
- Project leaders have taken forward key areas of school improvement, such as pupil leadership, attainment, pastoral support, learning and teaching and the wider achievement awards programme. Therefore, we now have a refreshed captaincy and prefect programme, 40% of pupils receiving wider achievement awards, a refreshed CLPL programme, and we also achieved several awards aided by the work of project leaders.
- We have improved our primary transition programme to include P6 pupils. It features a number of in-person events alongside online lessons throughout the year delivered by JHS subject staff, live streaming with all seven associated primary schools.
- Staff worked hard to diversify our senior school curriculum for session 2022/23 and beyond. As a result, we offer a range of new NPA and skills for work courses across every faculty in S4-6 and are starting to embed taster experiences in S1-3.
- We reviewed our approach to pupil voice and as a result our new Pupil Leadership Academy is in place for session 2023/24.
- We have supported young people to take an active role in improving their school. Our pupil SCQF ambassadors and pupil mental health ambassadors are strong examples of this.

Assessment of Children's Progress

- Across session 2022/23 JHS staff engaged in revised assessment and examination procedures for SQA and continue to engage with subject forums to ensure we are well prepared for forthcoming changes such as the reintroduction of assignments.
- In 2022/23 we introduced in-house standardised assessments for S1-3 and have carried these on into 2023/24. This is to give us a range of rich information about our young people's strengths and development areas. We use this to back-up our teacher professional judgments, to ensure our learners are given the right levels of support and challenge across their courses. This also helps teachers to support young people to make the best, most appropriate options for their ability level into the senior phase.
- JHS teachers are becoming more skilled at moderation in both the broad general education (BGE) and the senior phase. This is due to work happening in school and at authority level through subject forum sessions. As a result of this, data we use in school is becoming increasingly consistent and collectively we are more skilled at assessing and tracking pupil progress.
- Teachers are increasingly confident with tracking and monitoring and the quality of parental reports is also improving. In session 2023/24 we are working on the language we use around reporting in the BGE and have consulted with all stakeholders to ensure reports are meaningful and accessible to parents.
- We continue to work on our BGE tracker. This tracks the key skills required to achieve a level in each curricular area and supports pupils as they move from S3 to S4. Staff can identify key strengths and areas for development for each individual pupil, which in turn informs our planning around learning and teaching.
- Pupil Support team continue to use a range of information to identify and support pupil needs. House teams review information on attendance and behaviour on a weekly basis. This allows us to put bespoke support packages in place for young people, working closely with their families. As a result, we are largely in line with Renfrewshire for attendance and exclusions.
- Our English team are working on literacy in the BGE and have put in place a range of new reading assessments that have been developed alongside authority colleagues. Furthermore, Accelerated Reader has been introduced which assesses each individual pupil's skill level and then sets appropriately challenging reading materials and fun literacy activities. The aim is to accelerate attainment in literacy and grow a love for reading.

PUPIL EQUITY FUNDING

JHS Spending 2022/23

The Thrive Hive: over 60 targeted young people across S1-3 are supported by the Thrive Hive with the aim of reducing the poverty related attainment gap. Referrals are made by our associated primaries and by our Pupil Support team, identifying P7-S3 who are vulnerable and at risk of social exclusion. Each pupil receives an adapted timetable to spend time within the Thrive Hive and work on their emotional regulation, building relationships, coping in high school and social interaction.

Evaluation:

- We carried out a full internal review of the Thrive Hive in 2022 to ensure it was providing good value. The positive impact it has on outcomes for young people came through strongly.
- Almost all young people make significant positive progress in social and emotional development as assessed by their Boxall profiles (supported by the Renfrewshire Educational Psychology team)
- Each year there is overwhelmingly positive feedback both formally and informally from families and young people about the support they receive around transitioning into high school and sustaining a full-time place. In terms of closing the poverty related attainment gap, young people who regularly attend school have stronger attainment than other children who have intermittent periods of absence. JHS attendance rates have been higher than the Renfrewshire average since the Thrive Hive was created. This can be attributed to a cohort of vulnerable youngsters receiving a wrap-around support package as they transition to secondary, which is sustained until the end of S3.
- The PT of Nurture has been the driving force in embedding nurturing approaches in the wider school community. We have worked through all stages of RNRA with the Renfrewshire Educational Psychology team (EPS) team and are now applying for gold status as we believe we are a fully nurturing school community.

Inclusion Teacher: we have used our PEF funding to appoint an additional permanent Inclusion Teacher within our pupil support faculty. In order to close the poverty related attainment gap, she has a identified caseload of extremely vulnerable young people. She ensures that S4 learners at risk of low attainment are supported to gain a suite of national three and four qualifications.

Evaluation:

- As we have this in-house support, we can provide an individualised package for a number of young people who might otherwise disengage entirely and not attend school. As mentioned above, our attendance is typically higher than the Renfrewshire average.
- Children have better outcomes when they are supported to remain in their local school. The support offered to the most vulnerable young people by our Inclusion Teacher means that we can keep more youngsters within Johnstone High School, and work proactively on attendance and attainment.
- We are above our virtual comparator for the percentage of our young people gaining one, three or five awards at level 4 (national four). This indicates the Inclusion Teacher's success at closing the poverty related attainment gap by supporting our most vulnerable learners to obtain qualifications.
- The Inclusion Teacher has also driven forward our school improvement priority of developing inclusive classrooms. As a result, there is a noticeable change in culture and ethos, for example, she has supported all departments with visual aids for learning and these are evident in every classroom. She is now leading our Renfrewshire Inclusive Classroom Environments (RICE) work, in conjunction with the EPS team. This will support the learning and attainment of all learners, including her targeted caseload.

Project leaders: In 2022/23 we appointed a number of additional project leaders to target pupils with the aim of reducing the poverty related attainment gap across key areas of school life. These were all linked to our three-year school improvement plan and included: BGE, Attainment, Wider Achievement, Learning & Teaching and Pupil Leadership.

Evaluation:

- All PEF funded project leaders report on the impact of their work each session. Each can evidence impact which ranges from:
 - o Targeted homework clubs for pupils in S1-3 who reside in areas of socio-economic deprivation (SIMD1/2), or have an ASN, or who require additional literacy/numeracy support. We compare favourably to the Renfrewshire average attainment for both literacy and numeracy for learners in S1-3.
 - o New CLPL programme in place leading to flexible and sustainable improvements in pedagogy to improve outcomes for learners. This is evident in feedback from staff and surveys with young people telling us that learning and teaching improved over the course of the year.
 - o The wider achievement programme prioritises pupils living in areas of socio-economic deprivation, and to date has supported over 40% of young people to gain an award for their involvement outside of the classroom. This is aided by a range of volunteer staff providing clubs and activities. We are now targeting the other 60% with a continuing focus on learners from SIMD1/2 or who are care experienced.
 - o Targeted supported study sessions and Easter school to ensure that pupils who need it most are receiving additional support prior to exams. We monitor attendance at these sessions, and then cross-reference this with actual SQA results to evaluate the impact of attending supported study on attainment. Our evidence shows that targeted young people who engaged in our supported study sessions were more likely to perform in line with their target grades in terms of SQA attainment.

KEY STRENGTHS OF THE SCHOOL

- Our relationships. As soon as you walk into Johnstone High School you realise how much we care for our pupils. Teaching and support staff do everything they can to look after and support the young people. We prioritise positive, nurturing relationships and we really know our pupils and our families. Our school community is warm and welcoming.
- Inclusion is important to us. We are a fully comprehensive school and many of our young people experience challenges in some form. Our staff are fully committed to upskilling themselves to make sure they are meeting the needs of all their pupils. This is supported by a sector leading CLPL programme that is delivered for staff, by staff.
- Our curriculum is designed to meet the diverse needs of our young people and we try to cater for all skills and talents. We provide multiple pathways through a wide range of courses at different SCQF

levels including National Progression Awards. This supports almost all pupils into positive, sustained post-school destinations.

- Our extra-curricular offer, provided by our very dedicated staff, gives pupils across S1-6 a variety of opportunities to get involved and have fun outside of the classroom. In one year, our 'colours' programme has celebrated the wider achievement of over 40% of our young people.
- As a school community, we nurture and grow. Pupils have lots of opportunities to take on leadership roles and get involved in the life of the school, such as volunteering, prefect duties, ambassador roles and our new Pupil Leadership Academy. Staff are also empowered to grow in their teaching roles and take on leadership opportunities. Significant numbers of our staff go on to secure promoted roles.
- Our attainment is in a strong position, and we are outperforming our virtual comparator across all measures.
- The improving profile of Johnstone High School in the local community due to school events such as 'J-High does Christmas', winning external awards, sporting success, the achievements of the young enterprise group and finally, the multiple successes of the Pipe Band.

OUR NEXT STEPS – PRIORITIES FOR 2023-24

We have made good progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

Having previously consulted with our school community on a three-year plan, we will use the improvement priorities listed below to continue our school improvement journey in session 2023/24:

- ★ Improve opportunities for pupils to take on leadership roles and to participate in decision making within the school.
- ★ Improve our whole school approaches to BGE Literacy and Numeracy, including assessment, moderation and verification.
- ★ Review learning and teaching approaches and staff development / professional learning opportunities
- ★ Improve attainment – achieve set targets across all key measures in the broad general education and the senior phase.
- ★ Review our support structures and approaches in line with local authority’s recent review of additional support needs provision (the locality model)
- ★ Prioritise the meeting of learners needs – attendance, positive relationships, removing barriers associated with poverty.

Full details of the school’s improvement priorities and actions are detailed on the 2022-2025 school improvement plan which can be accessed on our website or by contacting the school office on 0300 300 1331.

School Name: Johnstone High School

School Address:

Beith Rd, Johnstone, PA5 0JN

Phone: 0300 300 1331

Website: www.johnstonehigh.co.uk

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.