



Johnstone High School

School Improvement Plan

2025/28

Planning framework

As part of Children's Services, Johnstone High School has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

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					
Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment

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

Kindness

Respect

Johnstone High School aims:

1. Pupils to have a high-quality learning and teaching experience
2. Pupils to gain skills for life and work
3. Pupils to feel safe in school
4. Pupils to leave school with a range of qualifications
5. Pupils to grow in confidence

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
- MS teams survey for all parents on school improvement priorities - over 170 family 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 Family Well-being 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

Pupil Equity Funding

Our school receives 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.

Improvement Priority 1 – Maximising Outcomes for Learners			
<p>NIF Priorities Highlight as appropriate</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people’s health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>Improvement in achievement, particularly in literacy and numeracy</p>		<p>NIF 7 Key Outcomes (see page 2 for full descriptors) Highlight as appropriate</p> <p>Develop knowledge, skills, values and attributes to support children and young people to thrive</p> <p>Excellent partnerships in line with GIRFEC</p> <p>Inclusive and relevant curriculum and assessment</p> <p>High levels of achievement across the curriculum with action to close the poverty-related attainment gap</p> <p>Highly skilled practitioners and leaders driving excellent learning, teaching and assessment</p> <p>Improving relationships behaviour and attendance with increased engagement in learning</p> <p>Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality</p>	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i></p>	<p><i>What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)</i></p>	<p><i>How will we know the change is an improvement?</i></p> <p><i>What information/data will we gather to measure progress and impact?</i></p>	<p><i>What do we plan to do?</i></p> <p><i>What evidence informed approaches might be effective? What have others done when facing similar issues in a similar context (collaboration)?</i></p> <p><i>If PEF intervention, denote with (PEF). Ensure that the PEF intervention correlates with the contents of your PEF Spreadsheet Plan.</i></p>
<p>Insight analysis reveals gaps in S4 attainment, especially for the middle 60%, and an over-reliance on N4 rather than N5 qualifications, limiting progression to S5/S6 awards.</p> <p>Tariff score disparities between pupils and the Virtual Comparator (VC) highlight missed opportunities for stretch and challenge as the Children and Young People (CYP) in the 70 % least deprived areas achieved 7% fewer tariff points in 2024.</p>	<p>Improved attainment: S4 tariff point average improves: Year 1- In line with VC Year 2- In line with national Year 3- In line with Renfrewshire</p> <p>3 or more awards at SCQF level 4 or better Current: 87% Year 1 - 88 Year 2- 90 Year 3- 92% 3 or more awards at SCQF level 5 or better Current: 63 % Year 1- 68</p>	<p>Targeted cohorts identified and shared with staff.</p> <p>Effective interventions have an impact on attainment as seen in T%M data.</p> <p>Learning conversation tracked in the BGE, and progress discussed at DMs.</p>	<p>Data is analysed through our in-house tracker and navigator, alongside Power BI, and any trends/patterns/concerns identified.</p> <p>Baseline survey/ data can be used for comparison against later survey/data, post-intervention.</p> <p>Early targeted interventions, level moderation, P7-S1 transition support, inclusive curriculum, increased subject presentations.</p>

<p>The number of S4 pupils achieving 5 or more awards at SCQF level 4/ 5 or better has declined in recent years but remained above VC. However, in 2024 the % of pupils achieving this key measure fell below VC and therefore we need to target pupils in this target groups to ensure they are achieving in appropriate levels of qualifications to improve their attainment.</p>	<p>Year 2- 74 Year 3-78</p> <p>5 or more awards at SCQF level 4 or better Current: 74% Year 1- 80 Year 2- 85 Year 3- 90</p> <p>5 or more awards at SCQF level 5 or better Current: 45% Year 1- 50 Year 2- 55 Year 3- 60</p> <p>The number of pupils achieving a 'No Award's will reduce at both National 5 and Higher Level:</p> <p>N5 Current: 29% Year 1- 22 Year 2- 17 Year 3- 15</p> <p>H Current: 33% Year 1- 28 Year 2- 23 Year 3 -18</p> <p>Increased challenge for most able and clearer better progression pathways (Top 20%).</p> <p>JHS 2025: 298 VC 2025: 398</p>	<p>Tracking clearly identifies targets and progress towards key measured.</p> <p>Annual review of INSIGHT benchmarking data in SEP/FEB (leavers update) shows improvement in targeted areas.</p> <p>LA 'Improving Outcomes for Young People' meetings clearly show development towards targets set in previous meetings, set clear, measurable targets and celebrate successes throughout the year.</p>	<p>Approach to SNSA's to be reviewed to ensure consistency of approach and more robust data analysis.</p> <p>Feedback from reporting cycles to be summarized and presented to SLT/ELT. Class teachers to be made aware of key trends/areas of concern to target interventions.</p> <p>Target groups of 5 @ 5 pupils in S4 to be tracked from the beginning of the session. Progress to be discussed regularly at SLT and ELT.</p> <p>Present S4 pupils for L5 Wellbeing award through PSE curriculum.</p> <p>Present S5 pupils for L5 Mental Health Award through PSE curriculum</p> <p>Study support evenings for parents/carers to engage with to help support young people at home.</p>
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<p>After a period of 'positive presentations' where young people were encouraged complete courses fully and to sit exams for N5/H qualifications (where previously prior attainment would have indicated they were unlikely to pass) the number of pupils achieving a 'No Award' at National 5 in 2024 increased to 29% (A-C Pass Rate 71%)</p> <p>at Higher to 33% (A-C Pass Rate 67%).</p>	<p>S4 Top 20% 5@L5 Current = 44% VC = 60% Year 1 = 50 Year 2 = 55 Year 3 = 60</p> <p>S5 Top 20% 5@L5 Current = 71% VC = 86% Year 1 = 75 Year 2 = 80 Year 3 = 86</p> <p>S5 Top 20% 3@L6 Current = 29% VC = 64% Year 1 = 34 Year 2 = 38 Year 3 = 43</p>		
<p>Rates of course completion (the number of pupils successfully completing their originally planned option level) are monitored annually. Data suggests that course completion rates dropped in 2024 suggesting that some pupils are disengaged with our current curriculum offering or are inaccurately matched to courses.</p>		<p>Every department provides a S3 BGE pathway for pupils who would not be predicted to achieve at level 6 in S5/6.</p> <p>All pupils in S5/6 will have access to at least a complimentary qualification which would allow them to gain 8+ additional tariff points.</p> <p>Agenda/Minutes of Attainment Meetings/DM Minutes.</p>	<p>Continued Standardised assessment (CAT testing) in S1 will support the ongoing development of the flightpath model of target setting to identify pupils underperforming more clearly against projected, subject specific target grades.</p> <p>Investigate alternative curriculum options. For both SQA and Non SQA courses.</p> <p>Department revisit BGE pathways into SP options for pupils who would not be predicted to achieve at level 6 in S5/6.</p>

			<p>Investigate cross matching of qualifications to see if pupils could be achieving complimentary qualifications and gain tariff points for these. (Group Awards).</p> <p>Analysis of predicted levels / options take up to ensure pupils are coursed effectively to achieve and identify any trends in predicted levels.</p> <p>Class Teacher level analysis of course completion rate.</p> <p>Analysis of tracking data throughout session of pupils in top 20% category.</p>
<p>Achievement of a level data (ACEL) suggests that, despite staff confidence in assessing benchmarks, improvement in learner performance in literacy measures is limited, particularly for boys and vulnerable learners.</p> <p>ACEL and SNSA data also suggest foundational skills in literacy and numeracy need strengthened earlier (S1–S3) to secure senior phase success.</p> <p>Equity gaps remain evident across SIMD, care-experienced, and ASN groups — these must be addressed through targeted, data-led intervention.</p>	<p>Improved ACEL levels in literacy & numeracy</p> <p>Literacy L4 boys current off track = 57% writing 43% reading (16% gap with females in writing, 13% gap reading)</p> <p>Current achieving = 43% EW/57% ER Year 1 = 47 EW/ 61 ER Year 2 = 52 EW/ 66 ER Year 3 = 57 EW/ 70 ER</p> <p>Literacy L4 SIMD 1-4 off track learners current = 57% writing 41% reading</p> <p>Current achieving = 43% EW/59% ER</p>	<p>Evidence of planning for literacy evident in</p> <ul style="list-style-type: none"> • Department DMs • curriculum plans • PT-SLT meeting • class visit programme • working group minutes and actions <p>Increase use of the BGE tracker/accelerated reader data to record literacy engagement.</p>	<p>At a whole school level, raise awareness of school literacy targets and support departments to contribute towards these</p> <p>Strategies for improving writing skills shared by English department staff.</p> <p>Increased focus on literacy skills across all departments. Key skills highlighted in learning Intentions and success criteria.</p> <p>Improved use of Accelerated Reader from S1</p>

<p>Parent/carer feedback also indicates that while awareness of benchmarks is growing, confidence to support pupils to improve their literacy skills at home is low.</p>	<p>Year 1 = 48 EW/ 62 ER Year 2 = 52 EW/ 66 ER Year 3 = 57 EW/ 70 ER</p>	<p>Insight data (tariff points, deprivation comparison)</p> <p>Number of qualifications per pupil (5+ Level 5/6 awards)</p> <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>S6 volunteers to complete paired reading periods with pupils at risk of being off track for literacy.</p> <p>Develop and implement strategies to ensure that pupils from vulnerable groups are achieving in line with cohort in literacy.</p> <p>Early intervention programmes (e.g., Catch Up Literacy, Numicon)</p> <ul style="list-style-type: none"> - Targeted support via PEF funding - Mentoring and tutoring for senior phase - Moderation of levels across cluster - Learning pathways for top 20% (e.g., Open University, NQ+ courses) <p>Additional literacy assessment opportunities identified across the curriculum and resulting evidence moderated.</p> <p>Primary Teacher will teach S1 and S2 literacy and numeracy classes for pupils who are working on early level, level 1 and early level 2 to support them to improve their literacy and numeracy skills.</p> <p>Further targeted CLPL on effectively embedding literacy and numeracy benchmarks into curriculum planning and provide support with assessing pupil progress against expected levels throughout S1-3.</p> <p>Care experienced pupils should be offered targeted support to develop skills in numeracy.</p> <p>Increased use of differentiation in Maths to support young people in targeted cohorts.</p>
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			<p>Progress against key skills measured using updated BGE tracker and BGE navigator through ELT training programme, with opportunities for cross-curricular moderation of identified key skills.</p> <p>PEF funded Behaviour Support teacher and Primary Teacher to support vulnerable learners with a focus on reducing the poverty related attainment gap by end of S3 in literacy and numeracy ACEL data.</p> <p>At a whole school level, raise awareness of school literacy and numeracy targets and support departments to contribute towards these:</p> <ul style="list-style-type: none">• Targeted cohorts identified and shared with staff• Strategies for improving numeracy shared by Maths department staff.• Increased focus on numeracy skills across all departments.• Additional numeracy assessment opportunities identified across the curriculum and resulting evidence moderated. <p>Project leader (PEF funded) literacy.</p> <p>Focus on potential whole school homework policy focused on literacy skills.</p>
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Improvement Priority 2 – Improving Learning Teaching and Assessment			
NIF Priorities Highlight as appropriate		NIF 7 Key Outcomes (see page 2 for full descriptors) Highlight as appropriate	
<p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people’s health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>Improvement in achievement, particularly in literacy and numeracy</p>		<p>Develop knowledge, skills, values and attributes to support children and young people to thrive</p> <p>Excellent partnerships in line with GIRFEC</p> <p>Inclusive and relevant curriculum and assessment</p> <p>High levels of achievement across the curriculum with action to close the poverty-related attainment gap</p> <p>Highly skilled practitioners and leaders driving excellent learning, teaching and assessment</p> <p>Improving relationships behaviour and attendance with increased engagement in learning</p> <p>Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality</p>	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i></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 and ownership of learning remains inconsistent across the school, pupil voice evidence shows that some</p>	<p><i>What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)</i></p> <p>Almost all staff use effective feedback strategies to improve pupil attainment.</p> <p>Almost all staff report improved confidence in researching alternative pedagogy and assessment criteria in the BGE.</p> <p>All learners have a clear understanding of their learning pathway in each subject area.</p>	<p><i>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</i></p> <p>QA activities (learning visits, jotter reviews) to assess use of feedback.</p> <p>Learner voice feedback directly impacts learning and teaching as seen through pupils survey data.</p> <p>Parental / Stakeholder survey feedback/</p> <p>engagement responses planned on QA calendar, collated and shared to all staff.</p>	<p><i>What do we plan to do? What evidence informed approaches might be effective? What have others done when facing similar issues in a similar context (collaboration)?</i></p> <p><i>If PEF intervention, denote with (PEF). Ensure that the PEF intervention correlates with the contents of your PEF Spreadsheet</i></p> <p>Plan</p> <p>LTA school improvement group will use research to inform developments in classroom practice across the school which will be shared through whole school CLPL activities/showcases.</p> <p>The LTA project leader will promote good practice throughout the school and make resources more accessible to all colleagues which will support improvement in LTA as shown in PRD meetings, lesson observations and learning walks.</p>

<p>learners still struggle to articulate what they are learning and why.</p> <p>In-house QA activities (learning visits, DMs, observations) indicate variability in the effective use of feedback, differentiation, and planning for progression.</p> <p>Staff surveys highlight that some teachers feel confident in delivering metacognition strategies or moderating levels, especially in the BGE. This is impacting the quality of feedback pupils are receiving and thereafter skills development.</p> <p>Embedding a language of learning, improving assessment literacy, and supporting teacher leadership are key to improving consistency and learner outcomes across the BGE and senior phase.</p>	<p>Most parent/carer contribute to the quality assurance programme through well planned stakeholder feedback periods.</p> <p>All staff aware of feedback from parental engagement responses and action improvements needed.</p> <p>Almost all staff have implemented new strategies to improve learner engagement in their lessons.</p> <p>Almost all CYP demonstrate greater ownership of their learning pathway and have clearer goals in each subject area.</p> <p>Almost all parents/carers demonstrate an improved satisfaction with the feedback they are receiving from the school around their child's attainment.</p> <p>In addition to universal supports for all learners, all pupils not making sufficient progress are identified and effective targeted interventions are put in place.</p> <p>Improved use of internal tracking data throughout S1 to assess and measure progress against initial transition data.</p>	<p>Participation rates with voluntary CLPL sessions is improved on previous session.</p> <p>Moderation and evaluation activities show that reporting processes are giving clearer, informative and more robust feedback to learners.</p> <p>Classroom observations and feedback forms.</p>	<p>Targeted professional learning on Visible Learning, feedback and metacognition during in-service days.</p> <p>Learning walks/observation cycles have clear impact on DIP/SIP through improved monitoring of feedback (at all levels)</p> <p>Learning walks focused on learner engagement. Launch of refreshed Learning and Teaching policy (mandatory i-learn modules).</p> <p>Use of success criteria and learning intentions are more aligned with skill development.</p> <p>Short-term working group on outdoor and interdisciplinary learning.</p> <p>Improved parental communication/reporting system/approach to reporting</p> <p>Develop a language of learning and language of assessment to support pupils to discuss their learning and assessment experiences.</p> <p>Embed the Pupil Leadership Academy S1-S6 to support learners to raise standards, promote a culture of life-long learning and embed pupil voice in all aspects of school improvement.</p> <p>Ongoing development of Leaders of Learning programme in conjunction with West Partnership.</p>
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<p>ELT and PT meeting feedback shows a need for clearer alignment of SIP priorities to department-level quality assurance and improvement work.</p>		<p>ELT meetings agendas/minutes evidence PT engagement with LTA Policy/QA calendar.</p> <p>DHT/PT Link Meeting agenda/minutes completed with a clearer alignment to SIP priorities.</p> <p>Stakeholder Focus Group Minutes – comparison of responses throughout the session to baseline responses.</p>	<p>Research and develop approaches to project-based learning. Enhanced Lesson Observation processes will be embedded and continue to be aligned with the Circle Framework approach to inclusion</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</p> <p>Coaching approaches will feature in the inhouse CLPL programme (appreciative enquiry approach).</p> <p>We will promote excellence in middle leadership (EML) by promoting local authority/ Education Scotland / West Partnership offers. These will supplement developments and additions to our own in-House CLPL Programme.</p>
<p>Digital learning tools are underused in some faculties despite strong engagement in others — a more coherent strategy is needed to support home learning and parental engagement.</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>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.</p> <p>Transition learning and teaching events will take place at all levels, in all subject areas, with training on lesson expectations and planned evidence collection.</p>

Improvement Priority 3 – Improving Attendance			
NIF Priorities Highlight as appropriate		NIF 7 Key Outcomes (see page 2 for full descriptors) Highlight as appropriate	
Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy		Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i></p> <p>Current attendance (85.6%) is below national average (86.8%) and falls short of Renfrewshire’s target of 90%+ — with notable concerns around S3 girls, care-experienced pupils, and young people living in SIMD 1–3.</p>	<p><i>What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)</i></p> <p>Attendance improves to above 90%</p> <ul style="list-style-type: none"> Year 1: 88% Year 2: 90% Year 3: 92% <p>Attendance improves for targeted groups. - 30% Most deprived - average attendance 83.6%</p>	<p><i>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</i></p> <p>House EST/Pastoral DM meeting minutes/SLT/ELT meeting minutes.</p> <p>Nurture core group (Attendance Strategy Group) minutes of meetings</p> <p>Whole school/year group/target group attendance statistics.</p>	<p><i>What do we plan to do? What evidence informed approaches might be effective? What have others done when facing similar issues in a similar context (collaboration)?</i></p> <p><i>If PEF intervention, denote with (PEF). Ensure that the PEF intervention correlates with the contents of your PEF Spreadsheet Plan</i></p> <p>Attendance improvement planning (tracking, home contact) achieved through Attendance Strategy Group.</p> <p>Introduce pastoral intervention periods to responsively target vulnerable groups identified through tracking and monitoring data.</p>

	<p>- S3 pupils – average attendance 81%</p> <p>- Care experienced pupils – average attendance 67%</p> <p>Reduce overall number of exclusions. Currently 45 in session 24/25.</p> <ul style="list-style-type: none"> • Year 1: 35 • Year 2: 28 • Year 3: 23 <p>Reduce number of SIMD1-3 exclusions.</p> <p>Currently 29 in session 24/25.</p> <ul style="list-style-type: none"> • Year 1: 21 • Year 2: 18 • Year 3: 15 <p>Pupils with historic attendance issues experience enhanced transition process and attendance improves in S1.</p> <p>Reduce number of Care Experienced exclusions. Currently 8 in session 24/25.</p> <p>Year 1: 4 Year 2: 2 Year 3: 0</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>Satchel One Points – measure frequency of attendance related targets against specific child’s plans.</p> <p>Survey data (pupils and parents) will identify barriers to attendance and will support evaluation of implemented interventions.</p> <p>Minutes of Attendance strategy Group meetings will identify progress made and record ongoing evaluation of interventions and processes.</p> <p>Feedback from care experienced learners recorded in TATC minutes, focus group minutes and in surveys.</p>	<p>Referral data, whole school and broken down into targeted groups.</p> <p>Attendance tracker will ensure the pastoral support team identify and support core groups of pupils with specific attendance issues.</p> <p>Pupils supported to meet at improved attendance targets through interventions such as mentoring from staff, use of praise (Satchel Points) and regular communication with home.</p> <p>Flexible pathways: SCQF, college links, online learning will support learners to access a more accessible and relevant curriculum.</p> <p>Create, implement and evaluate a “transition back to class” process which promotes an ethos of belonging and inclusion in the classroom. Subgroup of ASG will identify a staged process.</p> <p>Cluster approach to creates a consistent approach ethos, process and communication regarding attendance. Primary staff will attend Attendance Strategy Group.</p>
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<p>Pastoral teams have identified growing need for tailored support for EBSA (Emotionally Based School Avoidance) and transitions for ASN pupils (especially ASD).</p> <p>Building trust and engagement through family learning, digital communication, flexible curriculum pathways, and consistent nurturing practice is essential.</p> <p>Staff require more training in inclusive, trauma-informed practices, especially during key change points like timetable transitions.</p> <p>Wellbeing Tracker highlights underlying wellbeing and relational challenges for all pupils and supports staff to identify opportunities for intervention.</p>	<p>Reduction in EBSA cases: currently 23 in session 24/25 Year 1: 19 Year 2: 15 Year 3: 10</p> <p>Improved collaborative working with parents/carers regarding inclusion and wellbeing as shown by improved attendance and engagement.</p> <p>All staff understand and apply inclusive practices.</p> <p>Greater inclusion and wellbeing for all shown by improved scoring on wellbeing tracker and improved attendance and engagement.</p>	<p>Attendance at parental workshops tracked.</p> <p>Engagement with EBSA resources tracked through Insights on Teams and Satchel One.</p> <p>Pupil/parent surveys will evaluate success of “back to class” programme.</p> <p>Pastoral notes evidence individual meetings with ASD learners and their parents around planned support for transition into the new timetable.</p> <p>Attendance and behaviour data will show improved sense of belonging, removal of barriers to learning and increased parental engagement.</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>Attendance Strategy Group (EBSA subgroup) will develop the following interventions:</p> <ul style="list-style-type: none"> • EBSA toolkit of resources for sharing with staff and parents/carers. • EBSA "transition back to class" programme. <p>RNRA focus this year to be “development of wellbeing” which encapsulates universal improved attendance and EBSA. Ed Psych to support via Attendance Strategy Group/Core Group.</p> <p>Enhanced support to ASD learners at new timetable stage by the Pupil Support faculty.</p> <p>Staff observations of ASD learners S2-6 at timetable change.</p> <p>Calendar of parental workshops, drop-in sessions and information evenings focusing on inclusion, established and delivered throughout the school year.</p> <p>Staff CLPL Trauma-informed inclusive practice Class teacher/PT Curriculum role in improving attendance Nurture approaches Staged intervention framework training for all staff</p>
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<p>Continue our journey to becoming a Rights Respecting School.</p>	<p>UNCRC accreditation and increased knowledge of the Rights of the Child across the Johnstone High community.</p> <p>Year 1: Silver level Year 3: Gold level</p> <p>Almost all young people can identify the key messages behind UNCRC implementation in schools.</p> <p>All staff can identify the key messages</p>	<p>DM minutes.</p> <p>Curricula plans and course materials.</p> <p>UNCRC branding and images visible across the school.</p> <p>Pupil voice via surveys and focus groups.</p> <p>Staff feedback.</p>	<p>Staff group established to develop and implement Rights Respecting School programme across departments.</p> <p>Pupil group established to capture pupil voice and offer leadership opportunities in Rights Respecting Schools programme.</p> <p>Learning intentions and success criteria to feature language of UNCRC.</p> <p>Create Johnstone High Rights Respecting School branding and visuals to raise profile of programme across the school. Images and language to be used consistently across departments and documentation.</p>

