



Renfrewshire Council Children’s Services

**Linwood High School**

**Improvement Plan**

**2020-2021**

##### Planning framework

As part of Children’s Services, Linwood 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. **improve attainment, particularly in literacy and numeracy;**
2. **close the attainment gap between the most and least disadvantaged pupils;**
3. **improve children’s health and wellbeing; and**
4. **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.

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

Creating a sustainable Renfrewshire for all to enjoy

Building strong, safe and resilient communities

Working together to improve outcomes

Tackling inequality, ensuring opportunities for all

**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 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

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

**Our Vision, Values and Aims**

Linwood High School is committed to ensuring all young people are included, respected and supported to achieve their potential in a safe, nurturing learning environment. We firmly believe that strong trusting relationships and high expectations are at the heart of inspiring our young people to achieve and attain both within and beyond school. As a school we recognise the importance of every young person’s wellbeing across the whole school community and work with families and partners to ensure successful learning and achievement takes place.

At the core of what we do is the value we place on respect, care and building positive relationships which develops successful, resilient, thriving young people.

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, pupils, parents and partners. We used a variety of methods of getting the views of those who are involved in the life and work of Linwood High School such as departmental evaluations, learning evaluations and questionnaires from pupils and staff, parent council meetings. Most of this work was carried out through on-line meetings and email. This is a Recovery School Improvement Plan which will be updated throughout the session 2020 -2021.

We have also consulted with our partners across and out with the Council where possible to assist us in the delivery of our priorities. Discussion with partner agencies such as SDS, Linwood Community Groups, Home Link, Educational Psychology. Identifying strengths and areas of improvements in partnership working.

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

How we will 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 by using quality assurance activities that include:

* Scheduled one to one meetings between SLT and PTs for progress updates.
* Quality Improvement Calendars
* Interim written feedback reporting on progress.
* Minutes of SLT,PT and departmental meetings
* Continuous monitoring and tracking of a range of data
* Collegiate group working
* Focus groups of pupils, staff, partners where possible

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff

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| **Priority 1: To plan and implement a phased return to the establishment for young people and staff** | | | | |
| **HGIOS/HGIOELC QIs**  **QIs 1.3-1.5**  **QIs 2.1-2.4 and 2.6**  **QI 3.1** | **NIF Priorities**   * 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**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| *Following several months of lockdown, it is necessary to have a clear plan in place for the phased return young people and staff to our establishment, in line with local and national guidance.*  *Should a further lockdown be imposed we want to be well-prepared to ensure that CYP can engage in learning at home.* | *By August 2020, clear capacity and capability planning ensures that staff who can work in the establishment will return and the others will work from home.*  *By August 2020, staff have increased knowledge of guidelines and expectations when working in school or at home.*  *By August 2020, all staff, young people, parents/carers have increased knowledge of health and safety measures and will evidence the implementation in their practice. These include hygiene and social distancing measures, within the establishment and in outdoor areas.*  *By August 2020, young people begin a phased return to the establishment as per SG guidance and successfully engage in a blend of home and school learning.*  *By October 2020, all stakeholders have an increased knowledge of our business continuity arrangements in the event of another lockdown. We have an improved understanding of what needs to be done pre, during and post lockdown. We have learned lessons from the previous lockdown and are well-prepared to provide learning at home, at relatively short notice, should it be required.* | *The capacity planning return to HQ demonstrates that there is clarity about the availability of staff and the reasons why some may need to continue working from home in line with Public Health Scotland guidance.*  *Teachers’ planning will evidence that all teachers know and follow the LA Guidance on Remote Learning and the school’s plan for ‘blended’ learning.*  *Timetables and recovery plans show that young people are grouped in cohorts with maximum number of pupils per class/base and patterns of attendance align with SG social distancing guidance.*  *The Recovery guidance, Business Continuity plan, Health and Safety workplace assessment and Co-Vid 19 Risk assessments demonstrate that local and national guidance is being followed and that clear and consistent messages are shared with staff, young people and parents/carers.*  *Minutes of departmental/PT meetings show that staff are involved in the recovery planning process.*    *Observations of the internal and external building flow will demonstrate that in almost all instances, staff, young people, parents/carers and visitors are adhering to the health and safety measures.*  *Communication to all stakeholders through digital platforms evidence that clear and consistent messages are being conveyed to all in the school community.*  *The Business Continuity plan (BCP) outlines detailed arrangements and actions to be taken (pre, during and post) in the event of a further lockdown to provide as much educational continuity as possible.* | | Adapt **Health and safety risk assessment** to local context.  Undertake the **H&S workplace assessment using “COVID workplace checklist”**  *Follow clear protocols in the event of someone becoming unwell and/or presenting with Co-Vid 19 systems*  *Refer to document: Risk assessment educational establishments*  *Contextualise the LA* ***‘Recovery guidance for schools and early years establishments’*** *and retain for own establishment.*   * Reducing potential exposure * Social distancing * Hygiene and protection * Cleaning regimes   *Create a staff (teaching and support) timetable for those available to work in the establishment and those working from home. Staff timetables will reflect a ‘blended’ learning approach for CYP and will maximise learning outdoors.*  *Minimise movement of young people*  *Staggered arrivals, departures, breaks. Finalise Consortium arrangements.*  *Explore online large-group lecture style opportunities with follow-up small-group tutorials when in school*  *Develop a clear learning, teaching and assessment plan that assesses the wellbeing and learning needs of young people and provides both learning within the establishment and at home. Priorities initially to re-engage young people and families, establish routines and ensure wellbeing needs are met. New learning will be planned when young people are ready.*  *Identify and address staff CLPL needs particularly around digital learning pedagogy, wellbeing and learning outdoors.*  *Complete and retain the establishment ‘****Business Continuity Plan’****, using the LA template, in consultation with staff and young people.*  *Develop a plan for communicating and engaging with parents and the wider community about key messages, protocols and expectations.* |

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| **Improvement Priority 2: Promote the positive health and wellbeing of children & young people, parents/carers and staff** | | | | |
| **HGIOS/HGIOELC QIs**  QIs 2.1-2.4  QI 2.7  QI 3.1 | **NIF Priorities**   * 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**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| *Following this extended period of working from home, we recognise the importance of ensuring all staff feel safe and secure about a phased return to school. We will ensure that time and space is provided to actively promote staff health and wellbeing.* | *By August 2020, all staff understand and implement policies and procedures and new routines in relation to social distancing, hygiene, movement around the building, entrances and exits and use of outdoors.*  *By December 2020, all staff will have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing* | *Policies and procedures issued to staff and discussed at virtual departmental meetings evidence that clear and consistent messages are being provided.*  *Minutes of departmental meetings show that time is set aside to allow for full discussion of policies and procedures to alleviate any staff concerns.*  *Participation rates in CLPL show that all staff have engaged in essential training and most staff have participated in optional activities.*  *Staff self-evaluation as part of the PRD process demonstrates that all staff feel supported and more confident in relation to their own wellbeing.*  *INSET programme shows that a range of staff wellbeing activities opportunities are being provided.* | | *Plan the collegiate calendar/INSET in collaboration with staff to include dedicated time for staff wellbeing activities. Continue with our health and wellbeing dedicated inset day in May.*  *Clear channels of communication so that all staff are fully informed of policies, procedures and arrangements on return. The majority of this will be through email and digitally held.*  *Health and wellbeing group established to support wellbeing across the school and to*  *Identify additional evidence-based resources/programmes/activities to use to promote staff wellbeing in a nurturing environment. (****led by PEF funded DHT****)*  *Renfrewshire’s ‘Time for Talking’ for personal support made available if required.* |
| *Following this extended period of remote learning, we recognise the importance of ensuring all young people feel safe and secure about transitioning back to, and beyond school, particularly those at key transition stages and those who are in our vulnerable/targeted groups.*  *These groups include:*   * *P7 to S1* * *internal transitions* * *Vulnerable young people and those with ASN* * *Young People preparing to leave school to move onto a positive destination.*   *Re-establishing routines and supporting the health and wellbeing of all young people during the recovery period will be of paramount importance.*  *We recognise the importance of providing clear information to parents/carers and in reassuring parents/carers that their young person will be supported in their transition back to, and beyond school.* | *By December 2020, young people in the target/vulnerable groups will have successfully transitioned to new establishments and will feel safe, confident and engaged in their new surroundings.*  *By October 2020, almost all young people will have increased knowledge and understanding of the supports available to them within school and within the community.*  *By October 2020, all staff have increased knowledge and understanding of the supports available to support young people’s mental health and wellbeing and signpost and draw upon these supports as required.*  *By March 2021, all YP who are summer/xmas leavers (2019-2020) have transitioned to a positive destination. Partners in SDS/HE/FE are fully engaged in supporting this process.*  *By August 2020, parents/carers will have increased knowledge of the arrangements during Co-Vid 19 phasing and beyond.*  *By October 2020, parents/carers of CYP in the target groups have increased knowledge of the transition programme and are aware of supports available to their child.* | *Wellbeing health checks carried out by Pupil Support Staff demonstrate that almost all young people are feeling safe at school and/or know where to get help if required*  *Departmental’ planning will demonstrate the increased focus on mental health and wellbeing.*  *Counselling service monitoring and evaluation systems will highlight the positive impact of the service on young people’s mental health and wellbeing.*  *Learner conversations will demonstrate that almost all young people know and understand the supports available within school and the community.*  *Learning visits and departmental evaluations will show that almost all young people are happy in class and engaged in learning.*  *Statistics show that almost all summer/xmas leavers (2019-2020) have entered a positive destination by March 2021. Careers Advisor appointments show that almost all young people have benefitted from this individual support.*  *Participation rates in parental transition programme show that almost all parents/carers, of young people in the target groups, attended (virtually or otherwise).*  *Parental survey post transition programme demonstrates that all parents are more knowledgeable about the transition programme and understand the supports that can be accessed by their child in school and within the community.*  *Individualised Learning Plans are updated and minutes of meetings with pupil support show that targeted supports are being discussed with and understood by parents/carers.*  *Communication to parents/carers through virtual meetings, Facebook/Twitter/texts/website and leaflets, demonstrates that clear consistent messages are being provided.* | | *Transition programmes will be delivered in partnership with Primary colleagues and transition teacher. Extended transition activities will be delivered over the summer for vulnerable young people.*  *PSE lessons will focus on health and wellbeing activities (mental, emotional and social, re-establishing routines and supporting experiences in lockdown)*  *Information re mental health supports available to young people in school and in the community will be stored in shared drive and appropriate signage will be posted around the school. Referral procedures for e.g. The EPS Coping During Co-Vid service and counselling service will be understood by all staff.*  *Emotional literacy will be explicitly taught (e.g. RNRA, Seasons for Growth, LLTTF, MVP, mindfulness, art therapy) both within PSE and the Pupil support centre*  *PSE lessons will have an early focus on mental health and wellbeing. The SQA Mental Health award will be embedded within PSE programmes.*  *Counselling service will be established and promoted. Referrals will be made for targeted Young People.*  *Learning visits (SMT and peer) will focus on health and wellbeing and engagement.*  *Partners will be identified to enhance delivery of emotional and social education as required.*  *Pupil support and Positive Destinations Lead will work alongside the careers service and partners such as SDS/FE/HE to ensure the summer/xmas leavers receive the support they need to ensure a successful transition post school.*  *Support with UCAS and college applications will be provided for young people as well as engagement with Focus West. Careers advice appointments will be offered remotely.*  *Transition programmes for targeted P7 children will take place over the summer holiday in small groups.*  *Activities will be planned for parents/carers including information sessions, Q&A, virtual tour of the building, curriculum overview and practical arrangements for social distancing, hygiene and new routines.*  *Individual meetings will be offered for parents/carers of targeted young people with pupil support staff.*  *Parents are made aware of the range of supports available for young people to help them move on to a positive destination via digital platforms such as school websites.* |

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| **Priority 3: Develop high quality learning, teaching and assessment leading to improved attainment and achievement of young people** | | | | |
| **HGIOS/HGIOELC QIs**  QI 1.2  QIs 2.2 & 2.3  QI 3.2 | **NIF Priorities**   * 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**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| *Following this extended period of school closure, we recognise the increased importance of formative assessment and use of evidence-based pedagogies in learning and teaching to identify and address gaps in the attainment and achievement of young people.* | *By September 2020 all staff will recognise and effectively use evidence of learning experiences previously collected to inform judgements on learners’ progress during the period of school closure to plan appropriate revision and next steps in learning.*  *By September 2020 teaching staff will have increased knowledge of and will evidence in their practice a range of targeted, evidence-based pedagogies in learning and teaching to support blended learning experiences both in school and at home as part of a wider recovery curriculum.*  *By September 2020, all staff will use a range of assessment data and evidence-based approaches to raising attainment in to support and challenge young people appropriately through considered approaches to differentiation.*  *By October 2020, young people’s engagement in blended learning and independent working skills will be increased using a combination of effective learning approaches, digital tools and ongoing nurture support.*  *By October 2020, staff will have improved skills and increased confidence in using digital tools to support blended learning.* | *Department minutes will reflect discussions around the use of formative assessment to inform appropriately differentiated learning and teaching to meet the needs of individual children.*  *Attainment and tracking data for almost all young people shows that they are making progress towards agreed target grades*  *Informal classroom visits, monitoring of online/home learning activities will highlight increasing pupil engagement, effective use of digital platforms and independent working skills.*  *Pupil voice demonstrates that almost all young people, can talk confidently about their learning and next steps.*  *.*  *Monitoring and tracking information will evidence that all young people have access to sufficient hardware and data to enable online learning.* | | *Learning and Teaching Strategy group will continue to lead the dissemination and discussion of evidence-based pedagogies to all staff and provide a forum for highlighting good practice across and out with the school.*  *Continue to make skilled use of formative assessment strategies to inform next steps in learning, and access CLPL or professional reading, linked to these approaches, where required e.g.:*   * *Learning Intentions & Success Criteria* * *Effective questioning* * *Feedback* * *Peer/self-assessment*   *Where required, practitioners will access high quality CLPL to promote understanding on approaches to differentiation.*  *The Renfrewshire literacy and numeracy checklists and guidance outlined in Renfrewshire’s Learning and Teaching Position Paper will be used to inform planning of learning experiences, particularly in relation to a blended learning approach, incorporating school-based lessons, home learning packs and continued online learning.*  *Where required, practitioners will access CLPL on digital learning pedagogy to promote a shared understanding of, and provision of, high quality learning online.*  *Staff will keep abreast of resources and guidance in relation to digital and home learning. Websites such as Renfrewshire’s ‘Home Learning’ and the national ‘Scotland Learns’ site will be used to support this process.* [*https://blogs.glowscotland.org.uk/re/resourcestosupportlearning/*](https://blogs.glowscotland.org.uk/re/resourcestosupportlearning/)  [*https://education.gov.scot/improvement/scotland-learns/*](https://education.gov.scot/improvement/scotland-learns/) |