



Renfrewshire Council

Linwood High School

STANDARDS AND QUALITY REPORT

June 2020

This report will inform you of the school’s progress and achievements in the last session and let you know about our plans for 2020-2021. I hope that you find it helpful and informative.

Gillian Macartney

Head Teacher



OUR SCHOOL

Linwood High School is a six-year non-denominational school in the heart of the Linwood community. We work closely in a cluster with our two associated primary schools, East Fulton and Woodlands. The school roll for session 2019-2020 stood at 430. Within Linwood High School is the Kintyre Base, which is a specialist educational needs establishment. The school was rebuilt in 2008 with all young people experiencing excellent facilities

This report will highlight to you the school’s progress and achievements from session 2019-2020. This session was undoubtedly a very different one therefore our plans and priorities will focus on recovery, wellbeing and learning and teaching.

Linwood High School puts the wellbeing of our young people at the heart of what we do, and we have high expectations for all.

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.

SUCCESSES AND ACHIEVEMENTS

* Continued expansion of our Pupil Support Centre using Pupil Equity Funding to provide universal and targeted support to our young people recognising and valuing the importance of an inclusive, nurturing ethos. Accommodation has increased which has allowed for the introduction of innovative approaches such as art therapy, yoga and mindfulness, zones of regulation, resilience groups, nurture mornings, check ins. This has resulted in over 25% of the school population receiving targeted support. Whole school support is provided to all pupils.
* Pupil support staff provided outstanding support to pupils and families during school closures, ensuring every young person had access to materials for learning and provided support and Positivity boxes for young people with additional support needs.
* Ruby award accreditation for Renfrewshire’s Nurturing Relationships Approach (RNRA) demonstrating our commitment to involving our whole school community in our nurturing relationships approach.
* Success in the introduction of wider achievement SQA accredited courses such as Photography, Horticulture, Leadership, Travel and Tourism, Media and Scots Language.
* Significant improvement in Positive Destinations for all Linwood High School leavers. Extensive successful partnership working between the Positive Destinations Lead within Linwood High School and Skills Development Scotland, Developing the Young Workforce (DYW) and Invest Renfrewshire.
* Talented performers from the Linwood High School music department performed at the Renfrewshire Council Christmas Concert in Paisley Abbey. This is the first time Pipers have performed. Pipers from Linwood High School also featured on the Thursday evenings ‘clap’ for the key workers during lockdown.
* Significant improvements in attainment in S4 in Literacy and Numeracy and 5 plus level 5 awards at S4.
* Excellent partnership working has seen success with Linstone 2020, with young people competing to design a village community garden in Linwood. The winning garden design and all the other competitors presented at Glasgow City Chambers to school leaders from Glasgow city council.
* Young Enterprise participants achieved great success in Strathclyde University Business School exams scoring merits and distinctions.
* Fearless – the youth arm of Charity Crime stoppers – launched its new education resource at Linwood High School. Pupils had contributed to having their voices heard and they met with the Justice Convenor for the Scottish Youth Parliament.
* Pupil senior leadership team organised the first whole school sponsored walk. This took place on Mental Health Awareness Day and raised over £1316.00. Part of the proceeds were donated to local mental health charity
* A group of 24 S3 pupils successfully participated in a partly Attainment Challenge funded residential trip to Dumfries House Ayrshire. CANi coaching is a values-based pupil leadership training programme which developed self-belief, positive attitudes and effective tools and skills for success. Pupils and three Linwood High School members of staff graduated from the training and have already implemented positive changes to the school community
* Huge success in Public speaking with two S3 pupils winning their heat of the Crown Office Procurator Fiscal Public Speaking competition. This followed on from successfully winning the Renfrewshire Speakers’ Club competition.
* Successful parental collaboration between Parent Council and Linwood High School has resulted in Show my Homework being successfully rolled out. This proved invaluable during school closures.
* Cluster and parental partnerships ensured the very first Linwood High School Cluster Christmas Fayre.
* Russian Students from St Petersburg completed a highly successful visit to Linwood High School in October 2019. This has now resulted in a knowledge exchange programme to encourage partnerships working and cultural exchanges.
* Secured funding for ‘Get Linwood Moving’ project. Had to be postponed due to school closures however the securing of funding for health and wellbeing was an achievement.

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

**School Leadership**

* **All staff have continued to participate in one of three whole school work streams, self-evaluation, positive relationships and learning and teaching to support the school improvement agenda.**
* **Positive Relationship Strategy group has focused on consistency of approaches, raising expectations for all pupils by building supportive and positive relationships with staff. Three clear expectations have been established in consultation with pupils which reflects our schools shared vision and values.**
* **Most staff have taken the opportunity to lead aspects of their respective work streams, resulting in improved distributed leadership and empowerment. Learning and Teaching group produced a Learning and Teaching Strategy to support leadership of learning**
* **Many staff have taken on leadership roles in areas such as Young Enterprise, Personal Development, and Health and Wellbeing, resulting in wider pupil achievement.**
* **Senior Leadership Team successfully completed a 6-week block of professional learning on Leadership of change which resulted in discussion and improvements in SLT leadership across the school.**
* **Pupil leadership groups have been successful in organising whole school events such as a sponsored walk on charity days and contributing to consultations to foster a sense of shared ownership of school improvement.**

**Teacher Professionalism**

* **All staff participated in Supporting Positive Nurturing Relationships training led by Renfrewshire Educational Psychology Service which resulted in the school being awarded our level 2 Ruby accreditation for RNRA**
* **Many staff have volunteered to take part in collegiate learning visits across the school based upon collaborative sharing.**
* **Many staff are SQA markers, verifiers and writers. In almost all subject areas, they have attended subject forums and understanding standards events.**
* **In response to school closures all staff engaged in digital learning and collaborative working. Professional learning sessions online provided teacher led support of learning.**
* **There is a high level of staff engagement and collaboration on professional learning, the focus of which is to share good practice about educational research, literature and pedagogy. Learning and teaching newsletter highlights areas of interest.**
* **All classroom assistants and ASNA’s took part in extensive and varied on-line training on supporting young people on return to school. As a result, pupil support centre implemented a 6-point plan for return.**

**Assessment of Children’s Progress**

* **Through partnership working between Pastoral Care, Senior Leadership Team and Positive Destinations Lead, whole school monitoring and tracking is in operation providing detailed data of proposed and actual positive destinations, wider achievements and interventions to ensure a sustained, meaningful and positive destination is achieved. Resulted in 94% Positive Destinations for school leavers. Where external circumstances prevented positive destinations, support continues.**
* **Intensive support is provided for Linwood High young people within Kintyre Base. Kintyre Base staff, Linwood High School and external agencies work in partnership to secure positive destinations for our most vulnerable young people. Many Kintyre base pupils access Linwood High School curriculum.**
* **Targeted intervention by Inclusion Support Assistants and Transition Teacher has ensured that the progress of young people in S1 to S3 has been closely monitored and where appropriate literacy and numeracy groups established. One to one, group work and in class support has been a strong feature that has benefited targeted groups.**
* **A common language of communicating progress and achievement of and within a level in the BGE has continued to be used with discussion over progress within a level and engagement with new aspect of target setting and reporting in BGE. This has been reflected positively in reporting to parents.**
* **Attainment Challenge funded Inclusion Support Assistant has developed a nurturing space to provide support to a targeted number of young people.**
* **Increased awareness of improving average presentations per pupil at all levels of SQA awards and positive presentation policy.**

**Parental Engagement**

* **Introduction of joint funded initiative ‘Show my homework’ has enhanced collaborative working between school and home.**
* **Parent council meetings held on- line during school closures provided effective means of communication between parents and Head Teacher.**
* **In response to school closures every parent/carer received phone calls and support from office staff/and or pupil support to ensure wellbeing of pupils and families.**
* **In a new approach to parents in partnership programme, the Depute Head Teacher responsible for transitions put in place a joint school/parental group to look at engaging parents at time of transitions and beyond. A number of successful events were held which brought new S1 parents into the school to engage in what learning would be like for their S1 pupil. This programme continued virtually in the last term.**
* **Prior to school closure, many parents of primary pupils visited Linwood High School on an informal basis and more formal planning meetings.**
* **There have been successful information evenings on how to support young people through option choices and wider achievement pathways.**

**School Improvement**

* **As a school, we have continued to focus on three key improvement priorities; raising attainment at all levels, self-evaluation leading to improvements and building positive relationships to promote positive behaviour.**
* **All Staff recognise that effective Self -Evaluation is integral to the ongoing improvement of the school. A planned programme of Self-Evaluation is undertaken throughout the school year supported by a new Quality Improvement Calendar.**
* **The promotion of inclusion has resulted in almost all departments providing supportive restorative practices. Staff ownership of developing positive relationships is supported by applying consistent routines in learning and teaching.**
* **Three school expectations have been established which reflects the values and ethos of the school.**
* **Rigorous monitoring and tracking produced positive predictions for S4 attainment. Attainment for S5 was also predicted to show the improvement in attainment which resulted from improved attainment at S4. Moderated estimates produced as a result of the cancellation of the SQA exam diet of 2020 show an increase in attainment in line with predictions.**
* **Significant timetable changes have facilitated greater progression and choice to maximise young people’s potential with innovative accredited courses being introduced.**

**Performance Information**

* **Whole school analysis of INSIGHT performance data has taken place.** **Insight is an online benchmarking tool designed to help bring about improvements for school learners in the senior phase (S4 to S6). It is a professional tool for secondary schools and local authorities to identify areas of success and where improvements can be made and how it informs whole school and departmental evaluations, and improvement planning. Each PT has had pre-INSIGHT meetings followed up by INSIGHT meetings. Departmental meetings have been attended by link SLT and HT. This has ensured a clear focus on identifying and planning improvement priorities.**
* **PTs have continued to benefit from reduced improvement priorities and have met with HT and SLT at regular intervals to provide formal and informal evaluations of progress towards action plan priorities.**
* **PT Pupil Support Inclusion has provided support to all departments and has provided health and wellbeing data as well as performance information across the school for targeted young people.**
* **Acting DHT of Pupil Support has continued to make significant improvements in partnership working with external agencies to facilitate innovate and creative curriculum choices. This has come from Pupil Equity Fund (PEF) funding.**

KEY STRENGTHS OF THE SCHOOL

* Welcoming and caring ethos of staff who strive to support young people to achieve their potential by developing positive nurturing relationships with all young people.
* Whole school community focus on high expectations and key priority to raise attainment and achievement at all levels for all pupils. Extensive planning, tracking and monitoring of pupil progress and learning is resulting in increases in attainment across literacy and numeracy and at National 5 level. Greater confidence of young people in their learning and next steps is a strength.
* Extensive opportunities for wider achievement and pupil leadership both within and out with Linwood High School.
* Highly effective pupil support and partnership working to engage with all young people in Linwood High School and to facilitate innovative support plans and creative curriculum pathways.
* Staff have a strong focus on meeting young people’s individual needs and wellbeing using an extensive range of approaches to overcome barriers to participation and learning. This was clearly evidenced during school closures by the innovative and supportive nature of our relationships and communication with pupils and families.

OUR NEXT STEPS – PRIORITIES FOR 2020-21

We believe that we have made good progress during session 2019-20 despite the school closures. We will use the improvement priorities listed below to build on this progress moving forward.

* To ensure a safe and secure return to learning and teaching for our school community.
* Promote and support the health and wellbeing of our young people, parents/carers and staff.
* Enhance our digital learning for staff and pupils ensuring equity for all.
* Further implement “Show My Homework” to support parents & carers to engage in their child’s learning.
* Moderation working group continues to implement moderation strategy across all school departments.
* Continue to focus on improving consistency in learning and teaching across the school to ensure all young people experience high quality learning that meets their needs and improves attainment for all.
* Achieve next level whole school accreditation of Renfrewshire Nurturing Relationships Approach (RNRA)

 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.

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Full details of the school’s improvement priorities and actions are detailed on the school improvement plan that can be accessed on our website or by contacting the school office.