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Linwood High School

School Improvement Plan

2023/24

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

**Renfrewshire’s Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

**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.

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

**Renfrewshire Council Plan Strategic Outcomes**

Cross cutting theme: Improving outcomes for children and families

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| 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**

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| 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. |

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| **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** | | | |  |
| Protecting the most vulnerable  members of our communities  including children and young  people who are at risk. Work will  progress to ensure Renfrewshire  keeps the Promise and delivers  improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for  kinship care. | Family supports and focussing  on early intervention, by  equipping parents and carers  with the information, skills  and support they need to  ensure positive outcomes for  children and young people in  their care, whilst providing  opportunities for parents and  carers to shape the services  that impact them. | Enhancing supports  around mental health  and wellbeing, including  the school-based mental  health and wellbeing  programme and the  Ren10 network of staff  and volunteers who  provide early help  services to those in need. | Enhance learning and teaching,  delivering a meaningful, relevant, and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will  focus on raising attainment while  ensuring equity for all. There will  be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life. | Through a shared vision  and understanding  of inclusion, children  and young people will  experience inclusive  learning experiences and  supportive relationships  which lead to positive  life outcomes |

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| **Our Vision, Values and Aims**  Linwood High School is committed to ensuring all young people are **included**, **respected,** and **supported** to thrive 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.**  We consulted with our pupils, staff, and parents/carers to create our school values.  Our values.  **TEAMWORK FAIRNESS HONESTY LOVE PERSEVERANCE** |

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, pupils, parents/carers, 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. This work was carried out throughout the session.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities, such as SDS, Developing the Young Workforce, Invest, Linwood Community Groups, Home Link, Educational Psychology, Coaching and Modelling Officers, Health Professionals, 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 using quality assurance activities that include:

* Scheduled monthly one-to-one meetings between Senior Leadership Team and Principal Teachers progress updates
* Quality Improvement Calendars
* Interim written feedback reporting on progress
* Self-evaluation of quality indicators
* Departmental Reviews
* Authority Reviews
* Minutes of SLT, ELT, departmental meetings
* Extended Support Team review meetings
* Continuous monitoring and tracking of a range of data i.e., Insight, Seemis
* Collegiate groups and work stream teams
* Focus groups of pupils, staff, and partners
* Learner conversations and departmental pupil surveys
* Surveys and consultations with parents and carers at information evenings and pupil progress meetings

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

Linwood High School

Improvement Priorities

Collegiate Working Groups to Support Improvement Priorities

2023-2024

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| * **Improvement Priority 1 – Enhance and deliver high quality learning, teaching and assessment leading to improved attainment and achievement of all our young people** | | | | | |
| **HGIOS QIs**  **1.2, 1.3, 2.3, 3.2** | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | | **NIF Drivers**   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** | | **Interventions** |
| Through whole school departmental reviews based on HGIOS QI 2.3, we have identified areas of highly effective practice in learning and teaching such as retrieval practice, feedback and use of learning intentions and success criteria. This is not a feature across all departments. This practice needs to be shared across the school and applied consistently.  We have also identified that not all learners are engaged and challenged in their learning due to a lack of differentiation especially in the Broad General Education resulting in their learning needs not being met.  Our attainment data in the senior phase shows us that the strength of National 5 passes does not provide enough prior learning to be successful in higher SCQF level 6 passes. | | By October 2023 almost all staff will demonstrate a sharing understanding of what effective differentiation looks like by implementing a range of approaches.  By February 2023 In most classes teachers effectively use retrieval practice, learning intentions, success criteria and feedback to enhance pupil learning.  By May 2024 the majority of learners progress and tracking data will demonstrate improved outcomes from starting tracking point of August 2023.  By May 2024 most young people will be seen to be more actively engaged in their learning, more aware of what they are learning and what success and next steps in learning looks like.  By May 2024, increased numbers of young people will be achieving SCQF level 5 or above qualifications through attainment and achievement across the curriculum. This will be in both whole course awards and level 5 pass rates. Target will be set by September 2023 which will be based upon presentation rates and above 30% 5 plus national 5 passes | Department minutes will reflect discussions around highly effective learning and teaching and 2.3 evaluations from departments. Quality Improvement Calendar will drive interventions.  Classroom visits and learning walks across the school will inform progress on implementing action points and next steps in enhancing learning and teaching. Visible evidence of highly effective practice will be shared across departments.  Progress and tracking data will demonstrate pupils needs are being met appropriately and interventions in place where identified.  Pupil voice through focus groups and questionnaires will evidence the impact on learning and demonstrate improvements from focus group in June 2023.  Staff uptake of CLPL in learning and teaching will be measured and reflect whole school commitment to professional learning.  We will continue to gather evidence for the Digital Schools Award and achieve this by May 2024 thus demonstrating the awareness of the affect digital technologies has on improving learning and teaching. | | By October 2023 all staff will have participated in departmental self-evaluation using QI 2.3 challenge questions and put in place actions plans as a result.  Following stakeholder consultation this year’s priority for enhancing and delivering high quality learning and teaching, will be examining, and implementing effective differentiation strategies to meet learner needs.  All staff will use the challenge question of ‘How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge’.  All staff will consider how they can differentiate [**process**](https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide)**, content, resources, or the learning environment. Circle resources and training to support this.**  **PT Inclusion and PT Modelling and Coaching Officer to support staff in meeting needs of all learners within the classroom with use of revised individual learning plans. (PEF funded)**  Promote CLPL or professional reading, through the L+T newsletter, school library and book club linked to the following areas.   * Differentiation * Effective Feedback * Retrieval Practice * Active Reading   Learning and Teaching group will plan and lead whole school on Learning and Teaching Inset Day in October 2023 focusing on approaches to differentiation and the work of Carol Ann Thomlinson  Pupil focus groups on learning and teaching experience within BGE and senior phase. Feedback will be provided to all staff.  Professional learning opportunities will be provided to develop staff in the use of digital tools to support learning and continue to gather evidence for Digital Schools Award. |

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| * **Improvement Priority 2 – Through a focus on positive relationships and the wellbeing of our young people, parents/carers, and staff, we will ensure equity and inclusion for all our young people** | | | | | |
| **HGIOS/QIs**  **1.3, 2.1, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2** | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | | **NIF Drivers**   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** | | **Interventions** |
| Our data analysis shows us that over a third of our school has a recognised additional support need with over 56% of the school community requiring targeted support from our Pupil Support Centre (PEF funded). The complexity of need is increasing, and staff need to be upskilled in dealing with young people demonstrating distressed behaviours.  Whilst as a school we have nurturing approaches and school values which underpin and demonstrate our commitment to Inclusion, we know at times our classrooms and approaches do not remove barriers to learning for all young people. We have a knowledge gap in some areas of national guidance and legislation which needs addressed to support and empower staff to use creative solutions to complex needs without compromising their wellbeing  Young people do not experience enough opportunities to consider diversity, equity, and equalities across the curriculum  A few young people especially in S3 and S4 who do not attend school and require alternative supports and pathways to promote being present and participating in learning and attaining.  . | | By August 2023 all staff will be familiar with local and national documents and guidance in relation to The Promise and Inclusion.  By October 2023 young people staff and parents/carers will be familiar with our reviewed and relaunched anti-bullying strategy  There will be closer monitoring and tracking of young people with barriers to inclusion and care experienced pupils. More responsive team around the child meetings with one main contact with partner agencies.  By December 2023 focused collegiate group will have identified ways to engage staff in professional learning around equalities and inclusion and reviewed the curriculum to ensure young people have the opportunity to consider diversity and equalities too.  There will be an improved ethos and culture of inclusion, participation, and positive relationships across our learning community. Learners will experience more inclusive classrooms where their needs are met.  Staff and learners will experience values based, calm consistent interactions which underpinned by principals of non-violent resistance.    By May 2023 attendance figures universally and for targeted groups in the EBSA pilot will have increased leading to improved outcomes for learners. Linked to ESBA improvement plan. | Minutes of departmental meetings show that time is set aside to allow for full discussion of local and national policies to promote full understanding of the features of inclusion. The necessity of meeting the needs of all learners is known and taken account of in departmental action plans. Quality Improvement Calendar will drive interventions.  RNRA gold award will be achieved by September 2023  INSET programme shows that a range of staff wellbeing activities and opportunities are being provided.  Wellbeing health checks carried out by Pupil Support staff demonstrate that almost all young people that access support from the PSC are feeling safe at school and/or know where to get help if required.  Learner conversations and wellbeing health checks completed within PSE will demonstrate that almost all young people in all year grouops know and understand the supports available for their wellbeing within school and the wider community.  Learning visits and departmental evaluations will show that almost all young people feel happy, safe, and supported in class and engaged in learning.  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. Pupil support learner conversation inform next steps in HWB supports, and attainment and achievement. Targets set and shared with parents / carers and subject departments.  Seemis tracking of requests for support will allow for interventions in departments to support inclusion.  Seemis recording of attendance codes and data will be tracked to ensure consistency with other pilot secondary school Paisley Grammar. | | All staff with receive Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB) training on 14 and 15th August Inset Days.  All staff will engage with the updated GTCs Standards for Registration taking full account of the requirement to undertake professional learning to the meet the needs of all our learners.  All departments will be familiar with the recommendations of the Morgan Review Action Plan, UNCRC and the Promise.  School Anti-bullying strategy launched at August Inset Day. Pupil and parent/carer version launched by October 2023.  Wellbeing, Equity, and Inclusion Collegiate Group formed to support wellbeing across the school and ensure staff and learners are informed about diversity and the four features of inclusion; present, participating, achieving, and supported.  Dedicated HWB inset day will be 2 May 2024.  Restructuring of SLT remits to facilitate a Promise Keeper and one dedicated DHT to be the point of contact for all Care Experienced Young People and those who experience barriers to inclusion.  Circle resources and approaches implemented across all departments to support staff and pupils to focus on an inclusive learning and teaching environment. PT Inclusion to lead and support departments. (PEF funded PT Inclusion).    Whole school implementation of Non-Violent Resistance to support pupils, staff, and parents/carers. Supported by Educational Psychologist and initial input delivered on August Inset days. Every department will implement strategies.  Emotional Based School Avoidance (EBSA) pilot project with cluster to focus on universal and targeted strategies to improve attendance overall and targeted groups and S3 pupils (PEF funded DHT). Separate cluster plan for target setting and interventions will be in place. |

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| * **Improvement Priority 3 – We will provide a relevant and progressive curriculum that supports a wide range of learner pathways** | | | | | |
| **HGIOS QIs**  **1.1, 1.3, 2.2, 2.4, 3.2, 3.3** | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | | **NIF Drivers**   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** | | **Interventions** |
| Although we have made good progress in offering a range of flexible learner pathways, our curriculum still requires developed to provide pathways and progression for all learners to achieve and attain. Data has shown in the senior phase not all young people experience a curriculum that meets their needs.  Subject choices made by learners is demonstrating a need for all curricular areas to provide courses meets learner needs and clear links to future skills.  Data has illustrated that to improve our attainment in the senior phase, the curriculum experience in the Broad General Education requires evaluated to identify key areas that results in improved outcomes for learners. | | By February 2024 all staff will have a greater and shared understanding of what a curriculum fit for 21st century learners at Linwood High School looks like and an implementation plan in place to develop the knowledge, skills, and attributes of our young people.  By May 2024 a skills progression framework will be established to support learners through the BGE.  Learners will report they are ambitious for their attainment and achievement journey having experienced an appropriately challenging curriculum which provides opportunities for progression.  For the option process for 2024/25, learners and parents/carers will make more informed subject choices, resulting in a reduction in re-coursing and level changes. | Minutes of departmental/faculty meeting will demonstrate that all departments have discussed, planned, and reviewed the BGE offer.  Quality Improvement Calendar will drive interventions.  Options data and attainment analysis used at departmental and whole school level.  Robust monitoring and tracking data will identify pupils who require more flexible learning pathways.  Number of young people in the Pupil Support Centre will achieve a greater number of SCQF Level 2/3/4/5 awards from S3 onwards.  Curricular planning and classroom observations will demonstrate implementation and impact of refreshed narrative of Curriculum for Excellence.    Increased numbers of young people achieving SCQF level 5 or above qualifications through wider achievement across the curriculum. | | All departments to evaluate their broad general education against the refreshed curriculum narrative and identify action points to ensure our young people are developing the knowledge skills and attributes to move to a successful senior phase and flourish beyond school.  All departments will review subject uptake and subject pathways document which maps our current offering for learners. This will identify areas where further curricular developments are required.  Negotiated working time agreement has 10 additional hours devoted to curriculum development.  Engagement with Insight and SCQF framework to provide updated professional learning to all staff.  (14 February 2024 in set day)  The Curriculum Review Collegiate group will support the review of the BGE and develop a skills framework.  Expansion of the Pupil Support Centre to increase number of curricular pathways and SQA qualifications within the Skills Academy (PEF funded).  DHT with responsibility for Pupil Support and Inclusion will develop flexible learning pathways for targeted groups of young people who have experienced disrupted learning. Literacy, numeracy and health and wellbeing outcomes will be achieved for each pupil. |