



Renfrewshire Council

Linwood High School

STANDARDS AND QUALITY REPORT

June 2019

This report will inform you of the school’s progress and achievements in the last session and let you know about our plans for 2019-2020. I hope that you find it helpful and informative.

Gillian Macartney

Head Teacher



SUCCESSES AND ACHIEVEMENTS

* Continued expansion of our Pupil Support Centre to provide universal and targeted support to our young people recognising and valuing the importance of an inclusive, nurturing ethos. Introduction of innovative approaches such as art therapy, yoga and mindfulness has resulted in over 25% of the school population receiving targeted support.
* Promotion of wider achievement and employability through the introduction of SQA accredited courses such as Photography, Horticulture, Leadership, Media and Scots Language.
* Talented performers from the Linwood High School music department performed at the announcement of Renfrewshire Council achieving an ‘excellent’ rating for its progress in improving learning, raising attainment and narrowing the poverty-related attainment gap. Interviews and appearance on Scottish Television was in recognition of our success.
* Linwood High School senior pupils were chosen to represent Renfrewshire Council in a joint council Holocaust Memorial Day event in January. The event was in partnership with Interfaith Scotland, Holocaust Memorial Trust, Renfrewshire council, East Renfrewshire council and the Scottish Government. Senior pupils attended workshops during the day and Linwood High School Head Girl Hannah co-hosted the event.
* Excellent partnership working has seen success with Linstone 2020, with young people designing a village community garden in Linwood.
* Success in the Royal Horticulture Society School Gardeners of the year 2019 saw S4 pupil Hayleigh as a worthy finalist with an outstanding contribution to School Gardening Award.
* Young Enterprise Company “Hang in There” had amazing success in the area finals by winning Best Company Renfrewshire and Best Business Report Runner Up award
* Duke of Edinburgh Award has been reintroduced to Linwood High School with the first expedition taking place this session.

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.

OUR SCHOOL

Linwood High School is a six-year non-denominational school in the heart of the Linwood community. We have two associated primary schools, East Fulton and Woodlands, working closely as a cluster with Riverbrae School. The Linwood area comprises a mix of local authority, traditional and new housing.

The school roll for session 2018-2019 stood at 408. 30% of the young people live in households within SIMD decile 1 and 2 and 25% of the school are entitled to free school meals. 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.

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

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

**School Leadership**

* **All staff have participated in one of three whole school work streams, self-evaluation, positive relationships and learning and teaching to support the school improvement agenda.**
* **Most staff have taken the opportunity to lead aspects of their respective work streams, resulted in improved distributed leadership and empowerment.**
* **Many staff have taken on leadership roles in areas such as Young Enterprise, Personal Development, Duke of Edinburgh, and Health and Wellbeing, resulting in wider pupil achievement.**
* **Two members of staff became Pivotal Learning Trainers and delivered whole school training which has improved positive relationships between pupils and staff.**
* **Two principal teachers took part in aspiring deputes training and one member of staff attended aspiring principal teacher leadership training. This has led to staff taking on leadership opportunities within the school to benefit pupils.**
* **Pupil leadership groups have been successful in areas such as Respect Committee, charities and transitions which impacted upon whole school policies and pupil voice positively.**
* **Whole school pupil survey led to ‘we said we did’ boards with pupils leading the design and implementation. All around the school there is now evidence of pupil voice and young people influencing their learning.**

**Teacher Professionalism**

* **All departments have engaged in self-evaluation processes, with many seeking pupil views resulting in changes to courses and learning and teaching in some areas.**
* **Departments engaged with How Good is our School? (4th Edition) challenge questions to identify areas of focus for learning visits. This has led to sharing of good practice and identifying areas of improvement.**
* **Many staff have volunteered to take part in collegiate learning visits based upon collaborative sharing of good practice with other school in Renfrewshire.**
* **Many staff are SQA markers, verifiers and writers. In almost all subject areas, they have attended subject forums and understanding standards events. This has been very effective in the development of Application Maths, Design and Manufacture and Creative Cake.**
* **All staff participated in Health and Wellbeing in service day focusing on communication and positive supportive relationships.**
* **The school has hosted visits from other schools in Renfrewshire to share good practice in pupil support**
* **All classroom assistants and ASNA’s have attended sessions in art intervention, mental health first aid, children’s mental health training, youth counselling, attunement and the nurture principles. Staff feedback was very positive.**
* **Staff from the Maths department have engaged extensively with mastery in maths programmes and engaged fully with positive mindset maths.**

**Assessment of Children’s Progress**

* **Through partnership working between Pastoral Care, Senior Leadership Team and Principal Teacher of Employability, 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. Where external circumstances prevent this, support continues. Increased focus on career management skills with universal and targeted support offered.**
* **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. Kintyre Base pupils and the Technical Department produced merchandise to promote the department and participate in Linwood Live event.**
* **Targeted intervention by Inclusion Support Assistants and Transition Teacher has ensured that the progress of young people in SIMD 1 and 2 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 PT Raising Attainment is using data to drive improvement and a mentor scheme for senior phase was promoted throughout the session from which the targeted group of young people benefitted greatly from.**
* **Increased awareness of improving average presentations per pupil at all levels of SQA awards and positive presentation policy.**

**Parental Engagement**

* **In a new approach to parents in partnership programme, the Depute Head Teacher responsible for transitions has 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.**
* **Through highly effective home-link working, many parents of primary pupils have 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 through understanding the new changes to SQA examinations.**
* **All parents/carers receive an appointment to meet with pastoral care or SLT to discuss subject choices**
* **In collaboration with parents, homework has been identified as an area of focus and parents engaged in meeting with ‘Show my homework’.**

**School Improvement**

* **As a school, we have focused on three key improvement priorities; raising attainment at all levels, self-evaluation leading to improvements and building positive relationships to promote positive behaviour.**
* **The promotion of inclusion has resulted in almost all departments providing supportive restorative practices. Formalised measures for behaviour leadership has been removed and replaced by staff taking ownership of developing positive relationships.**
* **Extensive supported study, Saturday school, Easter school and S3 assessments has impacted upon the culture of learning with increased challenge and support to achieve aspirational goals. Predictions for S4 attainment is positive. Attainment for S5 is likely to be on par with last year due to S4 results and 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 in-service training has taken place to consider the use of INSIGHT data.** **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 benefited 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.**
* **Appointment of Acting DHT of Pupil Support has seen significant improvements in the 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 improve attainment and achievement at all levels for all pupils. Extensive planning, tracking and monitoring of pupil progress and learning is resulting in greater confidence of young people in their learning and next steps.
* 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 and creative curriculum pathways. Staff have a strong focus on young people’s individual needs and wellbeing and use an extensive range of approaches to overcome barriers to participation and learning.

OUR NEXT STEPS – PRIORITIES FOR 2019-20

We believe that we have made good progress during session 2018-19 and we will use the improvement priorities listed below to build on this progress moving forward.

* Improve attainment at all levels.
* Rigorous focus on self-evaluation leading to improvement across all departments through a revised quality improvement calendar.
* Address three whole school key themes led by learning and teaching group, feedback, homework and differentiation, resulting in greater consistency and improved outcomes for all.
* Establish a ‘Teach Meet’ area in school to allow staff to share resources and engage in professional learning and development.
* Moderation working group in place to implement moderation strategy across all school departments. Use of benchmarks to ensure rigour and challenge in the BGE can be evidenced and professional judgements supported.
* Implementation phase of whole school positive relationship strategy involving staff training in restorative conversations, trauma informed practice, solution oriented meetings and whole school approaches in partnership with Educational Psychology.
* Relaunch of merit system with increased parent/carer school communication on positive praise.

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.