Renfrewshire Council Children's Services

Linwood High School Improvement Plan

2018-2019

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.**

Local Priorities
- **Reshaping our place, our economy and our future;**
- **Building strong, safe and resilient communities;**
- **Tackling inequality, ensuring opportunities for all;**
- **Creating a sustainable Renfrewshire for all.**

Renfrewshire's Education Priorities
Our priorities will also align with Renfrewshire Council's education strategic priorities listed below.

- **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
- **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
- **Support self-evaluation and performance improvement throughout our establishments;**
- **Develop high quality leadership for staff at all levels;**
- **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

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.

Our school's Vision, Values and Aims

Linwood High School School's vision and values are key to its ongoing improvement.
In Linwood High School, we ensure that all learners:

- Enjoy a safe and secure environment
- Contribute to an ethos which promotes the core values of Good Behaviour, Respect, Effort, Ambition and Teamwork
- Develop skills for learning to ensure that they have high personal expectations
- Develop the core skills necessary for life and work
- Accept leadership opportunities within our learning community with responsibility to continuously improve that community

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 visits, questionnaires, and pupil and staff focus groups, parent council meetings.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities. Discussion with partner agencies such as SDS, CLD, Home Link, Educational Psychology, Community Police and Business Partners. 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 HT 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
- Focus groups of pupils, staff, partners

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

Action Plan

School priority 1: Young people will experience high quality learning and teaching which results in increased attainment and achievement for all, particularly in literacy and numeracy. (NP1,SP1)					
NIF key driver	**HGIOS4 / HGIOELC QIs**	**What are we going to do?**	**Who will be responsible for implementation?**	**What is the expected impact? (on children & young people; staff; families etc)**	**How will we measure this?**

5	3.2
	2.3
	1.3
		1.1 All departments have action plans to support excellence in learning and teaching which motivates and supports all learners. (August 2018)
		
		   o Identification of and sharing of good practice within and across departments. Evidence based approaches that raise attainment and achievement are examined and implemented through the formation of a whole school learning and teaching strategy collegiate group.
		
		   o Review and implement whole school approach to learning visits/class room observations.
			All staff/SLT/PTs
			
			All staff/SLT/PTs
			L & T Group lead D Whyte
			
			All staff/SLT/PTs
			L & T Group lead D Whyte
				Staff have the opportunity to enhance their pedagogic practice and work collegiately to engage in professional learning. Pupils will benefit from improvements to classroom experience resulting in improved attainment and achievement.	• Departmental action plans
					• Staff feedback
					• Pupil feedback
					• Learning visits/peer visits
					• Attainment data
					• Minutes of meetings
					• Working group minutes and action plan

2					
2		1.2 Provide opportunities for all staff to engage in professional learning with an emphasis on literacy and numeracy. (August onwards) Literacy • Expansion of reciprocal reading for S1 to S3 **(PEF)** • Targeted approach to create literacy groups and interventions to support most disadvantaged. Employment of	All staff PT English D Clark All English staff Librarian PT English D Clark	Staff are more knowledgeable and secure in their teaching of literacy skills. A greater understanding of standards is developed across the cluster. Pupils are more engaged in reading and improvements in attainment in literacy and English is evidenced.	• Reciprocal reading data • Literacy groups monitoring and tracking • Cluster moderation material • Minutes of cluster meetings • Departmental meeting minutes • SNSA results

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		PT Inclusion and Inclusion Teacher **(PEF)**	PT Inclusion K McConville Inclusion Teacher TBC ISA G McKechnie		• Professional judgement data • Staff and pupil evaluations
		• Enhanced cluster working to ensure effective curriculum transition and opportunities for moderation of standards**.**	DHT transitions C Melrose PT English D Clark Transition Teacher J Coxon		
		• Develop literacy across the curriculum by moderation activities that demonstrate robust professional judgement of achievement and progress within levels of BGE.	All Staff/PTs/Pupil Support Department		
		Numeracy • Purchase of a variety of resources to target attainment in numeracy and learning in new and unfamiliar contexts **(PEF)**	PT R Allan All maths staff	Staff are more knowledgeable and secure in their teaching of numeracy skills. A greater understanding of standards is developed across the cluster. Pupils are more engaged in their learning with increased pace and challenge. Improvements in attainment in numeracy, maths and application maths is evidenced.	• numeracy groups monitoring and tracking • Cluster moderation material • Minutes of cluster meetings • Departmental meeting minutes • SNSA results • Professional judgement data • Data from P7 learning and teaching
		• Targeted approach to create numeracy groups and interventions to support most disadvantaged. Employment of PT Inclusion and Inclusion Teacher **(PEF)**	PT R Allan PT Inclusion K McConville Inclusion Teacher TBC ISA G McKechnie		
		• Enhanced cluster working to ensure effective curriculum transition and opportunities for moderation of standards**.**	R Allan All maths staff J Coxon G Peters		
		• Professional learning in SEAL training and maths recovery leading to collegiate/in-service delivery to all staff in support of a numeracy strategy.	All maths staff All staff		
4			PTs/ All staff	Staff become more skilled in the use of benchmarks and how moderation supports curriculum planning and development. This	• Departmental moderation evidence

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4		1.3 Implement a moderated assessment framework across all departments that reflects engagement with the National Benchmarks and supports the evaluation of progress through the BGE and teacher professional judgement in literacy and numeracy. Use of Benchmarks is evident in all assessment planning and moderation. Development of greater rigour, pace and challenge in the BGE. (completed by May 2018)	DHT Gail Cowan	is reflected in the learning and teaching providing improved outcomes for young people. Teacher judgement is better supported with moderated assessment evidence.	• Departmental curriculum planning evidence • Classroom observations • Professional judgement data • Pupil and staff feedback
		1.4 Increase the use of data analysis at whole school, departmental and classroom level that allows for improvements in learning, teaching, attainment and achievement. (September 2018) • Use of data informs departmental raising attainment action plans • Continue to develop robust and rigorous monitoring and tracking of pupil progress in the BGE and senior phase. Interventions are clearly stated, communicated and monitored to ensure all young people are achieving their potential. • Positive Presentation policy is employed across all departments • Development of learner conversations to ensure high quality feedback and identification of next steps. Built into the WTA. • Changes to national qualifications are reflected in classroom practice	PT Raising Attainment L Sweeney. SLT/PTs/All staff F Wright	All staff use data to inform and support improvement. Teacher confidence in the use of data is increased which support high quality learning and teaching and improved attainment. Pupils feel more confident in their learning by supportive and challenging conversations regarding progress and next steps.	• Departmental action plans • Monitoring and tracking spreadsheets • Increased presentations • Feedback from learner conversation • Minutes of meetings • Classroom observations

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Action Plan

		School priority 2:To embed self-evaluation and performance improvement at all levels throughout the school (NP2 SP3)			
NIF key driver	**HGIOS4 / HGIOELC QIs**	**What are we going to do?**	**Who will be responsible for implementation?**	**What is the expected impact? (on children & young people; staff; families etc)**	**How will we measure this?**
5 1 2 6	1.1 1.2 2.3	2.1 Review and develop self-evaluation and performance improvement framework to ensure greater consistency and rigour at all levels (October 2018) • Quality assurance calendars reviewed and replaced with quality improvement calendars • All departments review processes to align with continuous cycle of planning and review with increased use of HGIOs 4. 2.2 Provide training for all staff in Teacher Led Improvement.(December 2018) • 3 sessions for teaching staff on teacher leadership • Support for staff on teacher led improvement. • Learning and Teaching collegiate group in place to review evaluation of learning and teaching. 2.3 Review and develop monitoring and tracking in BGE and senior phase to make more effective use of data that supports progress and improvements in learning and teaching. (September and ongoing) • All staff supported to develop use of INSIGHT • Learner conversations in place to inform progress and next steps	SLT/PTs/All staff All staff I Fraser J Keegan J Hand G Cowan	Staff have a shared understanding of strengths and areas for development. There is greater participation of young people in self-evaluation leading to continuous improvement. Staff feel more confident to take ownership of improvement and understand the process of self-evaluation better. The use of data supports improvement and staff feel more confident in their use of data to plan and improve learning and teaching.	• Quality Improvement Calendars • In service/collegiate working workshops • Departmental minutes • Review of action plans • Feedback from training sessions • Minutes from Learning and Teaching Group • Staff and pupil feedback • Classroom observations

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NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?

School priority 3: To ensure improve health and wellbeing outcomes for all young people by reducing inequalities and promoting inclusion (NP3 SP2)

NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
5 2	1.3 2.1 2.4 2.5 3.1 3.2	3.1 Ensure a culture of ambition and aspiration for all is embedded across the school. (August 2018 and ongoing) • Restating of schools vision, aims and values led by pupil leadership team • Respect pupil group produce and launch an anti-bullying policy • Relaunch House system and develop pupil voice 3.2 Implement whole school nurturing approaches in collaboration with Education Psychological services. (September 2018 and ongoing) • Collegiate working group established to implement positive relationship strategy. • Whole staff training on nurture principles with focus on NP 'All behaviour is communication' • Whole staff training on solution oriented conversations • Restorative approaches a feature across all departments • Two staff members will be trained in Pivotal learning and lead training to all staff	All staff Pupil leadership team Respect group DHT B McKenna DHT C Melrose All staff Collegiate Group Lead – TBC PT Inclusion – K McConville Inclusion Teacher – TBC Education Psychological Services B McKenna K Price	Staff and young people feel supported and included in Linwood High School. Staff will develop greater professional knowledge and understanding of attachment, attunement, impact of adverse childhood experiences and the need to develop nurturing relationships with young people. The positive relationship strategy will result increase inclusion and increase wellbeing of both staff and pupils. Formal exclusion rates will continue to fall.	• In service/collegiate working feedback • Values restated • Anti-bullying policy in place • Minutes of meetings of strategy groups • Departmental minutes • Fall in exclusions • Increased attendance and timekeeping improvements • Pupil feedback • Parental surveys • Mentor meetings
1 2		3.3 Continued development of Pupil Support Centre to support inclusion and targeted groups of vulnerable young people. (ongoing)	PT Inclusion – K McConville Inclusion Teacher – TBC ASNAs	Improvements in attainment, achievement and wellbeing of targeted groups of young people. Staff feel more confident in their ability to support young people with additional support needs.	

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| 3 | | Counselling training for key support staff. Use of external providers where appropriate (**PEF)** Expansion of art therapy Increased monitoring and tracking of interventions that support the wellbeing of young people. Ensure all staff have greater understanding of the work of the pupil support centre, principles of GIRFEC and the Children and Young People (Scotland) Act 2014.
3.4 Continue to develop parental engagement strategies to ensure parents are as partners in their young person's education Parents in partnership programme (PIP) targeting identified S1 Parents. Drop in family area established Develop a more structured approach to mentoring which provides feedback to parents and supports wellbeing Pilot use of tutor groups to provide target support to young people Continued focus on attendance and timekeeping | Classroom assistants
Pastoral PTs
Home link- P Smith
ISA – G McKechnie
Transition Teacher – J Coxon

PIP coordinator – M Stevens
Transition Teacher – J Coxon
ISA – G McKechnie

PT Raising Attainment – L Sweeney
Pastoral Care PTs | Stronger relationships are developed between school and home.

Parents feel more confident to attend school events.

Improvements in attendance and timekeeping.

Mentoring programme results in improved wellbeing, attainment and achievement. | |

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School priority 4: Effective monitoring, tracking and interventions at all levels supports sustained positive school leaver destinations (NP4 SP5)

NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
5	2.7 3.2 3.3	4.1 Continue to develop the curriculum to provide opportunities for attainment and wider achievement. (August 2018) • Introduction of new courses in senior phase such as Horticulture, Dance, Creative Cake, Media Studies and Leadership qualifications • Review of timetable to ensure effective and efficient delivery of curriculum which supports pupil option choice and allows for flexibility in the senior phase • Further embed the Career Education Standard across all departments • All departments reflect in their learning and teaching the language of skills development.	SLT DHT – G Cowan PTs All staff Project lead employability – M Steven	Young people experience a curriculum that meets their needs and allows for a positive and sustained destination. Young people have a greater awareness of labour market information and key employability skills Staff have a greater understanding of their responsibilities to teach skills for learning life and work.	• Improvements in attainment and wider achievement data • INSIGHT data • SLT meetings • Departmental meetings • SDS Service Delivery Agreement • Monitoring and Tracking data • Employability project lead evaluations • Classroom observations
4 6		4.2 Continue to monitor and track career options to ensure all young people are supported to a positive destination. (ongoing) • Develop a more flexible approach to work experience that allows young people to have a meaningful placement in line with estimated leaving date. • Review of participation measure to reflect the support required for Linwood High pupils in Kintyre Base • Project Lead employability continue to provide a programme of targeted and universal support for all young people.	Project lead employability – M Steven Pastoral PTs PT Kintyre – L Sinclair HQ – F Wright SDS – N King	Improved leaver destinations and reporting which reflects the level of support that is required for vulnerable groups.	

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