

(optional)

Renfrewshire Council Children’s Services

**Linwood High School**

**Improvement Plan**

**2019-2020**

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.

##### Planning framework

**Our school’s 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 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, Linwood Community Groups, 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 SLT and PTs for progress updates.
* New 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

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**

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| **School priority 1:** **To deliver high quality learning and teaching which results in increased attainment and achievement for all. (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  2  2  4 | 3.2  2.3  1.3 | 1.1 All departments have action plans with a specific focus on delivering excellence in learning and teaching. (August 2019)   * + Identification of and sharing of good practice within and across departments through departmental reviews and ELT meetings   + Evidence based approaches that raise attainment and achievement are examined and implemented through whole school learning and teaching strategy collegiate group and highlighted via dedicated in service input to learning and teaching   + Develop a teacher learning hub to promote professional learning   + Review and implement whole school approach to learning visits/class room observations.   *Carry forward*  1.2 Provide opportunities for all staff to engage in professional learning with an emphasis on literacy and numeracy. (August onwards)   * Targeted approach to create literacy & numeracy groups and planned interventions for specific cohorts. Employment of PT Inclusion and Inclusion Teacher disadvantaged **(PEF)** * As a cluster we will develop curricular transition focusing on sharing effective pedagogy in Literacy and numeracy and wider achievement accreditation * Professional learning in SEAL training and maths recovery leading to collegiate/in-service delivery to all staff in support of a numeracy strategy. Mastery maths and growth mindset programme across mathematics   ***Carry forward***   * 1. 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 2019) | All staff/SLT/PTs  All staff/SLT/PTs  L & T Group lead D Whyte  All staff/SLT/PTs  L & T Group lead D Whyte  All staff  J Hammond/D Whyte/L Shaw  PT Inclusion K McConville  Inclusion Teacher  TBC  ISA G McKechnie  K McRoberts  HTs  Zoe Inglis, Transition Development Officer.  P7 teachers.  Staff from English, Maths and Transitions team at Linwood High.  PT R Allan  All maths staff  All Staff/PTs/Pupil Support Department,  Moderation lead Dr A Wright in conjunction with LA programme.  J Hammond/G Cowan | * Staff will 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. * Staff will have a clear idea of what highly effective learning looks like in Linwood High School with reference to a learning and teaching strategy * Staff are more knowledgeable and secure in their teaching of literacy skills. * A greater understanding of standards is developed across the cluster. * 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. * Staff become more skilled in the use of benchmarks and how moderation supports curriculum planning and development. This is reflected in the learning and teaching providing improved outcomes for young people. * Teacher judgement is better supported with moderated assessment evidence. | * Departmental action plans * Staff feedback * Pupil feedback * Learning visits/peer visits * Attainment data * Minutes of meetings * Working group minutes and action plan * Literacy & Numeracy groups monitoring and tracking * Cluster moderation material * Minutes of cluster meetings * Departmental meeting minutes * SNSA results * Professional judgement data * Staff and pupil evaluations * Data from P7 learning and teaching * Departmental moderation evidence * Departmental curriculum planning evidence * Classroom observations * Professional judgement data * Pupil and staff feedback from Inservice training |

**Action Plan**

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| **School priority 2: To improve health and wellbeing 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  2  3 | 1.3  2.1  2.4  2.5  3.1  3.2 | *Ongoing*  2.1 Ensure a culture of ambition and aspiration for all is embedded across the school.   * Restating of school’s vision, aims and values led by * Pupil leadership team relaunch to boost pupil voice. Repeat of HGIOs questionnaire   *Ongoing*  2.2 Implement whole school approaches to Nurture, ACE & Trauma Informed Practice. (August 2019 and ongoing)   * Whole staff training on nurture principles with focus on NP ‘All behaviour is communication’ * Staff training on attachment, zones of regulation and impact of Trauma * Core group formed from Positive Relationships work stream   2.3 Positive Relationship Strategy fully embedded across the school.   * Positive relationship strategy work stream to provide support for whole school approach to behaviour leadership (launched May 2019) * Culture of Praise in place across all departments * Examine relationship between merits and house system with a view to relaunch * Restorative conversation training for all staff (August 2019 in service) * Whole staff training on solution-oriented conversations * Continued use of pivotal training ‘toolbox’   2.4 Continued development of Pupil Support Centre to support inclusion and targeted groups of vulnerable young people. (ongoing)   * Continued use of Youth Interventions and Life Link to support young people with peer relationships (**PEF)** * Creation of a learning zone for targeted group of young people to engage in a wider range of curricular activities. **(PEF)** * Begin to make use of Boxall Profiles to support the wellbeing of young people. * Implementation of ‘Living life to the Full for Young People’ (LLTTF) pilot programme   **(Attainment Challenge)**   * 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.   2.5 Continue to develop parental engagement strategies to ensure parents are partners in their young person’s education   * Parents in partnership programme (PIP) targeting identified S1 Parents. * Parental engagement staff group formed * Continued focus on attendance and timekeeping * Focus on homework in the BGE. Consider ‘Show my Homework’ as means to engage parents in learning and homework | All staff  Pupil leadership team  DHT G Cowan  DHT J Hammond  All staff  DHT L Shaw  PT Inclusion K McConville  Psychological Services  All staff  Collegiate Group Led by A Penman  DHT L Shaw  PT Inclusion K McConville  K Price  B McKenna  Psychological Services  PT Kintyre L Sinclair  PT Inclusion – K McConville  DHT L Shaw  All pupil support staff  K McRoberts  J McAvoy  Linstone 2020  Outdoor Learning  Teacher volunteers  Pastoral Care staff  Gillian Brand  All staff  PIP Lead – J Nelson  DHT J Hammond  Transition Teacher – J Coxon  Home link P Smith  ISA – G McKechnie  PT Pastoral  DHT L Shaw  Parent Council | * Staff and young people feel supported and included in Linwood High School. * Young people feel empowered to be heard and implement change in their school community * Staff will develop greater professional knowledge and understanding of attachment, attunement, impact of adverse childhood experiences and the need to develop nurturing positive relationships with young people.      * The positive relationship strategy will result in reduced conflict and an increase in wellbeing of both staff and pupils. * Improvements in attainment, achievement and wellbeing of targeted groups of young people. * Young people feel more included in the school community * Staff feel more confident in their ability to support young people with additional support needs and those unable to engage with learning. * Emotional literacy and resilience in young people will be developed. * Stronger relationships are developed between school and home. * Parents feel more confident in supporting their young person in their learning. * Improvements in attendance and timekeeping. * More consistent approach to homework across the school | * In service/collegiate working feedback * Values restated * Minutes of meetings of strategy groups * Departmental minutes * Whole school pupil surveys * Departmental Surveys * Reduction in exclusion rate * Increased attendance and timekeeping improvements * Pupil feedback * Parental surveys |

**Action Plan**

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| **School priority 3: To improve self-evaluation and use of data at all levels to support interventions. (NP2 & 4 SP3 &5)** | | | | | |
| **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  4  6 | 2.7  3.2  3.3 | *Carry forward*  3.1 Continue to develop the curriculum to provide opportunities for attainment and wider achievement. (August 2019)   * All departments to consider wider accreditation in the senior phase and skills development in the BGE. * Continue to examine external delivery of accreditation following review of implementation of National 5 childcare course * Continuous review of timetable to ensure effective and efficient delivery of curriculum which supports pupil option choice and allows for flexibility in the senior phase * Positive presentation policy in place   3.2 Continue to monitor and track career options to ensure all young people are supported to a positive destination. (ongoing)   * Use of the Data hub to ensure support targeted interventions for young people * Continue to provide a programme of targeted and universal support for all young people. | SLT  DHT – G Cowan  PTs  All staff  SCQF input  L Shaw  Positive Destinations lead – TBC  Pastoral PTs  M Sneddon  SDS – N King | * Young people experience a curriculum that meets their needs and allows for a positive and sustained destination. * Young people will have greater opportunities to achieve accreditation across the curriculum and out with school. * Increased positive leaver destinations. * Increased level of support for vulnerable groups. | * 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 |

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| 5  1  2  6  4 | 1.1  1.2  2.3 | *Carry forward*  3.3 Review and develop self-evaluation and performance improvement framework to ensure greater consistency and rigour at all levels   * Newly implemented Quality Improvement Calendars supported by collegiate workstream to support whole school self-evaluation * All departments review processes to align with continuous cycle of planning and review with increased use of HGIOs 4.   1. Increase the use of data analysis at whole school, departmental and classroom level that allows for self-evaluation, improvements in learning, teaching, attainment and achievement. (Ongoing) * 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. * Develop use of new Seemis BGE monitoring and tracking programme * Additional tracking point introduced for all year groups * Continue to develop Learner conversations and feedback to inform progress and next steps | SLT/PTs/All staff  G Keogh – workstream lead  All staff  G Cowan  J Hammond  B McKenna  PT Data Literacy  L Sweeney  F Wright | * 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. * 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. | * Quality Improvement Calendars * In service/collegiate working workshops * Departmental minutes * Review of action plans * Feedback from training sessions * Staff and pupil feedback * Classroom observations * Departmental action plans * Monitoring and tracking spreadsheets * Increased presentations * Feedback from learner conversation * Minutes of meetings |