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| Linwood High School |

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| STANDARDS AND QUALITY REPORT  September 2023  This report will inform you of the school’s progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.  Gillian Bowie  Head Teacher |

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| **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 2022-2023 stood at 419. The school was rebuilt in 2008 and is well resourced with all young people experiencing excellent facilities. Learners have access to digital learning across all departments. The school has a highly acclaimed Pupil Support Centre and Skills Academy which supports all learners.  This report will highlight to you the school’s progress and achievements from session 2022-2023. Linwood High School has high expectations for all learners, with clear aims, vision and values.  Linwood High School puts the wellbeing and success of our young people at the heart of what we do. |
| **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.**  **Our School Values**  **Teamwork Fairness Honesty Love Perseverance** |
| SUCCESSES AND ACHIEVEMENTS   * Achieved highest level Gold Award status in Renfrewshire’s Nurturing Relationships Award Scheme. * Duke of Edinburgh Award Scheme reintroduced with eight S6 pupils achieving Bronze Awards. * Provided an enhanced curricular offer to include new subjects such as Criminology, Higher Applications of Maths, Sport and Recreation, Laboratory Skills and Level 6 Communication and Literature. Ensuring young people have improved attainment, achievement and positive pathways beyond school. * Further expansion of Pupil Support Centre with a new Skills Academy launched for S4 to S6 offering over 15 different SQA qualifications. * Highly successful Education Scotland thematic visit on Inclusion in Linwood High School. Feedback commended our values, culture and ethos. * Showcased Linwood High School at Renfrewshire’s first Nurturing Approaches Conference in Tweedie Hall, Linwood. This has resulted in many other establishments coming to visit our school. * Successfully contributed to the wider community through foodbank donations, Children in Need charity events, litter picking around the local area and tree planting at Lapwing Lodge. * Wide range of sports clubs and activities brought a great many successes and enjoyment across all year groups and a diverse range of pupil interests.   We are very proud of all our learners and their successes and achievements. Please click on the link below to see more of what our young people achieved in session 2022-23  [https://sway.office.com/h4G5mWQRNKo13Wzt?ref=Link](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsway.office.com%2Fh4G5mWQRNKo13Wzt%3Fref%3DLink&data=05%7C01%7Cgillian.macartney%40renfrewshire.school%7Cbac7743fa5174b2779f208db718fd165%7C0da1dde9559847fe891e370cb713d6b0%7C0%7C0%7C638228634792127556%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=hNcas%2BCmsjiAEvQkL%2BhHmneLQdF1lKuDQyYEy%2F8P%2BWA%3D&reserved=0) |

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| HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?  As a school we set School Improvement Plan priorities for session 2022-2023, in 3 main areas:   * Delivering high quality learning and teaching experiences leading to improved attainment and achievement of the young people of Linwood High School. * Promote the health and wellbeing of our school community, ensuring an inclusive, supportive, and safe environment for all. * Review of our curriculum structure and offer to ensure more young people achieve wider accreditation and achievement which greater reflects the skills necessary to be successful beyond Linwood High School. Ensuring all young people move forward on to an appropriate, positive, and sustained destination.   **School Leadership**   * All staff participated in four established whole-school work streams from session 2021-2022. promoting positive relationships, learning and teaching, curriculum design and pupil vision. All these groups provide leadership opportunities which supports the school’s improvement strategy. * The Learning and Teaching Strategy Group continued to produce a monthly newsletter and led staff in the Renfrewshire Learning and Teaching Day in February 2023. They carried out pupil focus groups on Linwood High Schools learning and teaching strategy. This informed priorities for next session. * Strong leadership of Positive Relationship Strategy Group and whole school commitment to embed Linwood High School’s vision and values, has resulted in gaining Renfrewshire’s Nurturing Relationships Award at Gold Level 4. * Pupil leadership teams successfully led whole school events to raise money for charity and pupils in S1 to S6 contributed to visits from Education Scotland, Collaborative Directors of Education visit and Local Authority Visits.   **Teacher Professionalism**   * All staff engaged in extensive professional learning to meet the demands of a further year of amendments to SQA examinations. Many staff took on SQA marking this session to further their own professional learning and understanding of standards. Collaboration within and across schools both in Renfrewshire and out-with took place. All attended subject forums and supported each other, our young people, and their families. * There was a high level of staff collaboration, engagement, and professional learning this session, with the aim of sharing good practice around educational research, literature, and pedagogy. All staff participated in a Professional Review and Development programme where they reflected on the impact of their professional learning and put in place plans for next session. The Learning and Teaching group supported this with a monthly newsletter and suggested reading list. * PSC Inclusion magazine and Inclusion Matters Ebook supports learning and teaching with a focus on inclusion and helping teachers remove barriers to learning. * All staff have on their improvement plan a focus on How Good is Our School QI 2.3 on high quality learning and teaching. Peer visits and departmental discussions and evaluations took place. Actions plans were put in place as a result to focus on areas of improvement, for example self and peer-assessment strategies were highlighted as an area to focus on. * Significant investment has been made to ensure all staff (teaching and non-teaching) have many opportunities to participate in career long professional learning activities (CLPL) in a variety of areas. This ensured all staff felt confident in supporting our young people and their families in their learning and wellbeing. Whole school CIRCLE training took place to support inclusion and learning environment.   **Parental Engagement**   * We carried out face to face meetings to support our young people and families, especially at times of transition or when required. * Parent council meetings continued to be held online during the session at their request and it provided effective means of communication and consultation between parents and the Head Teacher. The Parent Council continue to be very supportive of the school and were fully consulted in relation to our Pupil Equity Funding (PEF), SQA framework and improvement priorities. Parents were consulted and asked to review our new Anti-bullying policy. * As a result of pupil surveys and consultation with families, continued support with digital learning was provided. This came in a variety of ways from providing ICT equipment to providing support to access online learning and teaching. * All awards ceremonies and parents’ information evenings were successfully carried out in person. We continued with written reports for all year groups. There was a highly successful P7 Parents’ Information Evening in June where we have a uniform swap and provided uniforms supplied by both Asda and Tesco. For S6 graduation, we welcomed parents in to wish all our leavers the very best for their future beyond Linwood High School.   **Assessment of Children’s Progress**   * We continued to track our learners progress in a variety of ways which included classwork, assessments, homework, folios, and practical performances. We reported to parents and carers on progress via tracking reports, full written reports, and parents’ meetings. * Tracking systems within the BGE are in line with the senior phase with ‘on track’ information to easily highlight pupils in need of greater intervention. Learner conversations and consistency of approach after a tracking period is a feature across all departments. Over and above the negotiated tracking and reporting, almost all departments carried out monthly on track meetings supported by link Depute Head Teachers to identify and support young people requiring additional interventions. For the first time in two years, we reported on Achievement of a Level Data (ACEL) in literacy and numeracy at the end of S3. * All staff have grown in confidence in the assessment of young people’s progress in the senior phase. Staff implemented a robust model of verification, assessment, and moderation making use of data analysis to support progress and next steps in learning fully supported by the senior leadership team. * Targeted intervention by Inclusion Support Teachers, 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. * Progress of young people’s health and wellbeing is monitored monthly with check in surveys completed in Personal and Social Education classes. Highlights that our young people feel safe and included with Interventions and supports put in place should any pupil require it. * PT inclusion supported all young people with alternative assessment arrangements by having monthly check ins and progress meetings. This ensures all young people were fully consulted and gained entitlement to support when required. PT Inclusion attended departmental meetings to closely monitor progress and discuss approaches to support. * 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. Where external circumstances prevented positive destinations, support continued. We are very proud of the positive sustained destinations of the young people who leave Linwood High School   **School Improvement**   * All departments produced their own improvement plan which reflected the school’s plan with additional departmental priorities and evaluations. * We continued our strong commitment to support improvement in digital literacy. Staff have benefited from professional learning opportunities relating to digital literacy and we are continuing to work towards a Digital Schools Award. * The Pupil Support Centre enhanced their inclusion model of delivering attainment and achievement with the launch of the pupil support centre Skills Academy. * All Staff recognise that effective Self -Evaluation is integral to the ongoing improvement of the school. A planned programme of self-evaluation took place throughout the school year supported by our Quality Improvement Calendar. Our focus on evaluating our high-quality learning and teaching has ensured all departments have considered areas of strength and next steps. Peer reviews and learning visits were a feature this session. * We participated in Quality Improvement visits between the Local Authority and the school allowing us to highlight the strengths and discuss the priorities of the school in relation to attainment, achievement, learning and teaching, monitoring and tracking, and health and wellbeing. * P7 transition programme fully implemented. We provided opportunities for feeder primaries to deliver their learning and teaching to their P7 classes within Linwood High School in term three. This supported pupils to become familiar with the secondary school environment. Well established enhanced transition programme for the most vulnerable learners. All P7 pupils visit the Pupil Support Centre to highlights supports available if required. Successful after school masterclasses again led to improvements in our transition programme.   **Performance Information**   * School staff at all levels are increasingly skilled at using school based, authority and INSIGHT data packages to support the rationale for improvement planning. All Principal Teachers presented their analysis at departmental level and in meetings with the senior leadership team. * Termly meetings between departments and the Head Teacher have proved invaluable in monitoring performance throughout the session. * DHT of Pupil Support has continued to make significant improvements in partnership working with external agencies to facilitate innovative and creative curriculum choices. This has come from Pupil Equity Fund (PEF) funding and has supported many young people into positive placements whilst still attending Linwood High School. * PT Inclusion has provided essential support to all departments and has provided health and wellbeing data as well as performance information across the school for targeted young people. |
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| PUPIL EQUITY FUNDING  This session we continued to use our PEF funding to provide extra support and resources for our young people. The Pupil Support Centre promotes inclusion and supports young people to attend school and gain wider achievements. Support is required across all year groups to allow young people to attain and achieve. We have put in place the following interventions using our PEF funding.   * Depute Head Teacher continued in post with responsibility for pupil support and targeting groups of young people to re-engage them with learning. * Principal Teacher of Inclusion continued to expand the support provided to targeted pupils and those with additional support needs. Inclusion centre expanded in line with a revised inclusion model. Provides a multi-sensory environment, wellbeing hub, classroom with ICT suite and ‘soft’ teaching area. * Appointed an additional Pupil Support Teacher with responsibility for literacy, numeracy and health and wellbeing and ensuring wider achievement for those finding the core curriculum challenging to access. Targeted literacy and numeracy groups in S1 and S2 established. * ‘Soft’ Teaching area funded to support young people struggling to engage with the school environment and curriculum. Also used for teaching pupils who were identified as part of our Emotionally Based School Avoidance project. Interventions such as Art Intervention, mindfulness, zones of regulation and yoga are also offered. * Three members of staff have been trained in Let’s Introduce Anxiety Management (LIAM training). * 18 S6 pupils have elected to become PSC mentors, trained to support pupils in the department and in class. An S6 ‘Buddy’ programme also supports young people in S1 and S2 who at time need the support of an older pupil. * Introduction of a Skills Academy S4-S6 offering 15 different qualifications staffed from the PSC for young people who require wider achievement and attainment out with the main curriculum. * Outdoor learning enhanced with introduction of Bikeability, Geocaching and horticulture. * More skills based courses have been introduced such as Barista Skills (SCQF level 5) and Bike Maintenance   Our Pupil Support Centre has been showcased as a centre of excellence and is improving the learning experiences and outcomes for our young people.  For a ‘tour’ of the Pupil Support Centre please click on the link below  <https://sway.office.com/h4G5mWQRNKo13Wzt#content=mWlc2QaMkYdE9m> |

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| KEY STRENGTHS OF THE SCHOOL   * Our young people and whole school community. * A welcoming and caring school ethos with staff who strive to support young people to achieve by developing positive nurturing relationships with our young people. * Living by our school values chosen by pupils, staff and parents/carers. * Our strong culture of commitment to improving the attainment and achievement of all young people by focusing on self-evaluation and improvement priorities. * Highly effective Pupil Support Centre considered a centre of excellence. Creative partnership working to engage with all young people in Linwood High School which facilitates creative support plans and alternative curriculum pathways. * Strong focus on meeting young people’s individual needs and wellbeing using an extensive range of innovative approaches to overcome barriers to participation and learning. * Commitment to develop and support staff in career long professional learning by providing a range of opportunities to work collegiately. |

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| OUR NEXT STEPS – PRIORITIES FOR 2023-24  We have made good progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.   * Continue to enhance and deliver high quality learning and teaching experiences leading to improved attainment and achievement of all our young people. * Learning and teaching approaches will be reflective of meeting learner needs and adaptive practice. * Through a focus on positive relationships and the wellbeing of our whole school community we will ensure equity and inclusion for all our young people * Continue the review of the totality of our curriculum to ensure young people are experiencing a curriculum for the 21st century in both the broad general education and the senior phase. Ensuring all young people move forward on to an appropriate, positive, and sustained destination.   Full details of the school’s improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office. | |
| **Linwood High School**  **45 Stirling Drive Linwood**  **PA3 3NB**  **Phone:0300 300 1333**  **www.linwoodhigh.renfrewshire.sch.uk/**  **Twitter: @linwoodhigh** | **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. |