

 

**Linwood High School**

 

**STANDARDS AND QUALITY REPORT**

 September 2021

This report will inform you of the school’s progress and achievements in the last session and let you know about our plans for 2021-2022. I hope that you find it helpful and informative.

Gillian Bowie

Head Teacher

**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**

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 2020-2021 stood at 420. 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.

This report will highlight to you the school’s progress and achievements from session 2019-2020. This session was undoubtedly a very different one therefore our plans and priorities will focus on recovery, wellbeing, and learning and teaching.

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

**SUCCESSES AND ACHIEVEMENTS**

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Covid 19 pandemic has been profound and presented us with unprecedented challenges. However, despite these challenges, progress was made pre and post lockdown, of which we are very proud.

* Commitment to Digital Literacy ensuring staff, pupils and parents/carers could engage with learning and teaching remotely and in school.
* Recognising success and achievements of our young people through virtual awards ceremony.
* High levels of parental engagement through on-line parental meetings, information sessions and Primary 7 transition events.
* Amethyst level 3 Renfrewshire’s Nurturing Relationships Award.
* Highly effective support to pupils and families during closures, ensuring every young person had access to materials for learning and wider support where necessary.
* Further expansion of the Pupil Support Centre to support innovative practice in art therapy, yoga, mindfulness, zones of regulation, literacy and numeracy groups, resilience groups. Over 25% of the school receive targeted support. Wide delivery of SCQF accredited courses. Inclusion e-book produced.

* Exceptional charity contributions despite restrictions in place and limited time in school. £1759.79 raised for charities such as the local Foodbank and Children in Need.
* Pride in the Linwood community prompted all year groups to carry out litter picking. An S1 pupil also received a ‘Paths for All’ National Volunteer Award.
* Commitment from staff to Career Long Professional Learning in areas such as Learning and Teaching, nurturing approaches, supporting young people with Additional Support Needs, Digital Literacy and Do be-mindful programme.

**School Leadership**

* Strong strategic leadership throughout 2021-21 has ensured Linwood High School successfully returned to in school learning safely. Robust and relentless implementation of risk assessments supported staff, pupils, and parents to confidently return assured that health and wellbeing was the priority. This allowed learning and teaching to continue successfully.
* During periods of remote learning and lockdown all staff continued to participate in one of three whole-school work streams, self-evaluation, positive relationships and learning and teaching to support the school improvement strategy.
* Most staff have taken the opportunity to lead aspects of their respective work streams, resulting in improved distributed leadership and empowerment. Learning and Teaching group built upon their learning and teaching strategy and produced a monthly newsletter to support staff leadership of learning.
* Strong leadership of Positive Relationship Strategy Group and whole school commitment to embed within Linwood High School’s vision and values has resulted in Renfrewshire’s Nurturing Relationships Award at Ruby level . Demonstrating commitment to leading nurturing approaches across the school.
* Pupil leadership teams successfully led whole school events to raise money for charity and pupils in S1 to S6 contributed to ‘values’ walks to have their say on their vision for the school community.

**Teacher Professionalism**

* In a second year of disruption to SQA examinations, all staff engaged in extensive professional learning to meet the demands of the Alternative Certification Model (ACM). Collaboration within school, across schools both in Renfrewshire and the West Partnership supported the successful delivery of the ACM. This ensured young people and their families were able to achieve the success they deserved.
* In response to school closures all staff engaged in digital learning and collaborative working. School staff provided ‘live lessons’ and enhanced the digital literacy skills developed through the first school closures. Staff engaged in Professional learning sessions online and supported each other to enhance remote learning and teaching.
* There is a high level of staff collaboration and engagement with professional learning, the focus of which is to share good practice about educational research, literature, and pedagogy. All staff participate in a Professional Review and Development programme where they reflect on the impact of their professional learning and put in place plans for next session. The Learning and Teaching group support this with a monthly newsletter and suggested reading list.
* All classroom assistants and additional support needs assistants took part in extensive and varied online training on supporting young people on return to school. The Pupil Support Centre also issued an E-Book to support and direct staff to information regarding areas such as trauma informed practice and understanding of a range of additional support needs.

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

**Parental Engagement**

* We successfully engaged with parents in creative and proactive ways throughout periods of lock down and in school learning and teaching.
* Parent council meetings held online during the session provided effective means of communication and consultation between parents and Head Teacher. The Parent Council were fully consulted regarding the SQA Alternative Certification Model and our improvement priorities.
* In response to school closures every parent/carer received phone calls and support from office staff/and or pupil support to ensure wellbeing of pupils and families.
* As a result of pupil surveys and consultation with families, 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 moved online. To replace face to face parental meetings, senior phase reporting to parents took place via phone call and S1 to S3 by a pastoral phone call and written reports for all year groups as normal. P7 parental transition meetings for some were able to take place face to face.

**Assessment of Children’s Progress**

* All staff have grown in confidence in the assessment of young people’s progress in the senior phase. Despite periods of remote learning, staff implemented a robust model of verification, assessment, and moderation to ensure young people were not disadvantaged by the removal of SQA examinations. The rigorous implementation of the SQA Alternative Certification Model (ACM) resulted in staff working together across the authority and making extensive use of data analysis to support progress and next steps in learning.
* Tracking systems within the BGE were revised to be in line with the senior phase and now incorporate ‘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 carry out monthly on track meetings supported by link Depute Head Teachers.
* PT inclusion supports all young people with alternative assessment arrangements by having monthly check ins and progress meetings. This ensures all young people are fully consulted and gain entitlement to support when required. PT Inclusion attends departmental meetings to closely monitor progress.
* 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 continues.
* Targeted intervention by Inclusion 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.

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. All Kintyre base pupils receive support from Linwood High staff and many access classes within the school curriculum.

**School Improvement**

* As a school, in response to COVID19, we streamlined our improvement priorities to three key areas; To plan and implement a phased return to the establishment for young people and staff, Promote the positive health and wellbeing of children & young people, parents/carers and staff and Develop high quality learning, teaching and assessment leading to improved attainment and achievement of young people. This allowed for a focused return to in school learning and teaching.
* Strong commitment to support improvement in digital literacy ensured over a quarter of our school community received a device to support learning and teaching and promote inclusion. 140 Chromebooks 4 iPads and 25 Laptops were distributed. Staff have benefited from professional learning opportunities relating to digital literacy.
* To increase wider achievement and attainment an enhanced curriculum offer has been made with all S4 and S5 starting SCQF level 5 Health and Wellbeing award through PSE. All S3 following a programme of study SCQF level 4 employability and SCQF level 4 Religion Belief and Values.
* Pupil Support Department and other staff members offer a range of wider achievement such as Horticulture, photography. Personal Development Awards, leadership, and employability.
* All Staff recognise that effective Self -Evaluation is integral to the ongoing improvement of the school. A planned programme of Self-Evaluation is undertaken throughout the school year supported by a revised Quality Improvement Calendar.
* Despite restrictions our P7 transition programme has continued, and enhancements made to plan for more joint working on literacy, numeracy and health and wellbeing at transition.

**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 present their analysis at departmental level and in meetings with the senior leadership team.
* Acting 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.
* PT Inclusion has provided invaluable support to all departments and has provided health and wellbeing data as well as performance information across the school for targeted young people.

**PUPIL EQUITY FUNDING (PEF)**

This session we continued to use our PEF funding to address the poverty related attainment gap and provide extra support and resources for our young people. We have put in place the following interventions;

* Maintained a Depute Head Teacher 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 all families through lockdown. The support team were integral to the recovery planning implemented on return both in August and in April. 35% of the school roll received targeted support. This amounted to 46% of S1 to S3 pupils.
* Appointed a 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.
* Appointed a classroom assistant to support pupils across the school and provide targeted support to those identified as having gaps in their learning.

**KEY STRENGTHS OF THE SCHOOL**

* Welcoming and caring ethos and staff who strive to support young people to achieve and thrive by developing positive nurturing relationships with all young people.
* Commitment to improving attainment and achievement of all young people by strong focus on self-evaluation and improvement priorities.
* Highly effective pupil support and partnership working to engage with all young people in Linwood High School and to facilitate creative support plans and alternative curriculum pathways.
* Commitment to develop and support staff in career long professional learning by providing a range of opportunities to work collegiately
* 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. This was clearly evidenced during school closures by the innovative and supportive nature of our relationships and communication with pupils and families.

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**OUR NEXT STEPS – PRIORITIES FOR 2021-22**

The Covid 19 pandemic hindered our progress and our ability to achieve all our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2021 – 22. We believe that we have made good progress during session 2020-21 and we will use the improvement priorities listed below to build on this progress moving forward.

* Continue to focus on the health and wellbeing of our school community, ensuring a consistent and safe environment on return to in school learning and teaching.
* Enhance our digital learning for staff and pupils ensuring equity for all.
* Continue to develop high quality, learning, teaching, and assessment leading to improved attainment and achievement of the young people of Linwood High School.
* Implement the results of our pupil engagement programme to ensure pupil vision becomes a reality.
* Achieve the highest level (Gold) of whole school accreditation of Renfrewshire’s Nurturing Relationships Approach (RNRA)
* Review 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. All young people to move forward on to an appropriate, positive, and sustained destination.
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**Linwood High School**

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 **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.

Full details of the school’s improvement priorities and actions are detailed in the school Improvement Plan which can be accessed on our website or by contacting the school office.