



## Linwood High School



# STANDARDS AND QUALITY REPORT

June 2018

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2018-2019. I hope that you find it helpful and informative.

Gillian Macartney  
Head Teacher

## 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 2017-2018 stood at 417. 31% of the young people live in households within SIMD decile 1 and 2 and 22% 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. It is very well maintained with all young people experiencing excellent facilities.

## OUR 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

Moving forward to 2018-2019 our vision, values and aims will be restated to ensure they reflect the ethos of all members of the Linwood High School community.

## SUCSESSES AND ACHIEVEMENTS

- Creation of a 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 has resulted in over 25% of the school population receiving targeted support.
- Promotion of wider achievement and employability through the introduction of accredited courses such as Horticulture and Leadership.
- Partnership working with SDS as part of the whole school employability programme with almost all pupils engaging with My WOW. In recognition of this Linwood High School hosted the signing of the Renfrewshire Chamber of Commerce partnership agreement with Renfrewshire Council.
- Partnership with RSSE supporting nine Linwood High pupils to achieve over fifteen different qualifications. This was the highest number of pupils out of all of the Renfrewshire Schools that participated.
- Successful Saturday and Easter school sessions promoted a culture of learning and high expectations for all.
- Pupil leadership weekend to Arran enabled 25 senior students to challenge themselves, develop resilience and achieve their goals. They are now working within the school to develop pupil leadership and aspirations in others.

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

### School Leadership

- All principal teachers have participated in middle leadership training sessions provided by consultant Ian Fraser; this has had a positive impact on leadership capacity across the school.
- A new post of Pupil Support – Inclusion has been created with the use of PEF funds. The PT has supported all departments to ensure the needs of our young people are being met with targeted interventions where appropriate.
- Many staff have taken on leadership roles in areas such as Young Enterprise, Website design and health and wellbeing.
- Two members of staff have attended Pivotal Learning Training courses and will become Pivotal Learning Trainers next session.
- Pupil leadership groups have been successful in areas such as Respect Committee, Fair trade, Amnesty International and Charity activities.

### 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 HGIOS 4 challenge questions to identify areas of focus for learning visits. Sharing good practice and identifying areas of improvement.
- 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.
- All classroom assistants and ASNA's have attended twilight sessions in attunement and the nurture principles. A whole school 'All behaviour is communication' in service day lead to greater awareness of the impact of Adverse Childhood Experiences and approaches to support young people using the Nurture Principles. Staff feedback was very positive.
- Staff Collegiate groups were formed to look at the language of reporting at BGE and a whole school Positive Relationship strategy. This will continue next session.
- Staff from the English Department have been involved with the authority Literacy moderation work and we will continue to develop our approaches with a greater emphasis on numeracy next session.

### Assessment of Children's Progress

- Through partnership working between Pastoral Care, SLT and PT 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.
- Targeted intervention by Inclusion Support Assistants and Transition Teachers 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 which has benefited targeted groups.
- Work has taken place to agree a common language of communicating progress and achievement of and within a level in the BGE. This has been reflected positively in reporting to parents.
- Attainment Challenge funded PT Raising Attainment has started to use data to drive improvement and a mentor scheme for senior phase was promoted throughout the session from which some young people

benefitted. A more targeted approach is required next session and a more streamlined approach to monitoring and tracking is being developed.

- Senior phase qualifications data shows an improvement over time in 3 + level 6 awards by the end of S5. Attainment in literacy SCQF 4 in S4 is greater than virtual comparators.

#### Parental Engagement

- We have engaged with parents via the parents in partnership programme hosting several successful events which brought new S1 parents into the school to be shown what some lessons are like in High School.
- Through highly effective home-link working many parents of primary pupils have been up to the school on informal visits 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.
- The website has been revamped and updated to allow parents to share wider achievements and to get important school information.

#### School Improvement

- As a school we have focused on two key improvement priorities; raising attainment at all levels and building positive relationships to promote positive behaviour.
- A rigorous focus on attendance and timekeeping has seen a reduction in late coming and a positive attitude to being ready to learn.
- Exclusion rates have dropped significantly, and the promotion of inclusion has resulted in almost all departments providing supportive restorative practices. Formalised measures for behaviour leadership has been phased out 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 and how it informs whole school and departmental evaluations, and improvement planning. Each PT has had INSIGHT meetings followed up by departmental meetings attended by link SLT and HT. This ensured a clear focus on improvement priorities.
- Post prelim examination rigour saw the introduction of targeted HT, PT learner conversations in maths to provide support and promote high aspirational target setting.
- 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.

## KEY STRENGTHS OF THE SCHOOL

- Strong leadership in ensuring wellbeing, equality and inclusion where pupil support is of the highest standard. Highly effective pastoral care and extended support team provide solution oriented approaches to all young people on both universal targeted levels.
- A new Pupil Support Centre provides creative and innovative approaches to targeted groups and the whole school community.
- Welcoming positive ethos of staff who strive to support young people to achieve their potential.
- Strong partnership working with Skills Development Scotland, employers and external agencies to ensure all young people are supported to achieve positive destinations.
- Awareness of staff of key priorities to improve attainment at all levels and develop positive relationship with all our young people.

## OUR NEXT STEPS – PRIORITIES FOR 2018-19

We believe that we have made good progress during session 2017-18 and we will use the improvement priorities listed below to build on this progress moving forward.

- Improve attainment at all levels
- Continued focus on self-evaluation to ensure improvement at all levels
- Review approaches to learning and teaching across the school leading to greater consistency and improved outcomes for all.
- Increased moderation and use of benchmarks to ensure rigour and challenge in the BGE can be evidenced and professional judgements supported.
- Kintyre Base pupils receive recognition of effort and progress in relation to achievable , measurable targets which is communicated appropriately
- Restate vision values and aims to ensure they reflect the ethos of the Linwood High School community.

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.

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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.