



STANDARDS AND QUALITY REPORT JUNE 2022

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2022-2023. I hope that you find it helpful and informative.

Lynne Hollywood

Head Teacher

OUR SCHOOL

Johnstone High School is a six-year non-denominational school in the Johnstone area of Renfrewshire. The school's main catchment area covers Johnstone and the surrounding areas of Howwood, Kilbarchan and Lochwinnoch. The school has seven associated primary schools. The catchment areas are a mix of local authority, traditional and new housing in both urban and rural environments. Many pupils are bussed to school from the furthest villages. There is an active parent council that has been in place for seven sessions.

At time of writing, our current school roll is 940. The percentage of pupils claiming free school meals is 17%, and 22% of our pupils are entitled to footwear and clothing grants. 41% of our pupils live in the Scottish Index of Multiple Deprivation (SIMD) most deprived postcode areas. 5% of our pupils are care experienced. 47% of our pupils have an additional support need. 2% have English as an additional language.

Looking at most recently published information, we are above the Renfrewshire average for school attendance (92.6%). We are below the Renfrewshire average for the number of exclusion incidents in our school. We are in line with Renfrewshire for the number of leavers who go on to a positive, post-school destination (96.5%).

OUR VISION, VALUES AND AIMS

Our Vision:

We are a school community where everyone feels safe, valued and supported to achieve to their maximum potential. We deliver high quality learning experiences within a responsive and engaging curriculum that fully prepares our young people for the next stage in their lives. We are an ambitious school that has high expectations of learners, parents, partners and staff.

Our Values:

Determination; Friendship; Honesty; Respect; Responsibility; Trust

Our Aims:

1. To be a place that everyone is proud to belong to
2. To be a safe, nurturing and happy environment
3. To value everyone and provide opportunities for all
4. To provide excellent teaching and learning in every classroom
5. To ensure positive outcomes for all learners by developing the skills they need to compete in the modern world
6. To work in partnership with parents in the education of their children
7. To be a school firmly embedded in the heart of its community

SUCSESSES AND ACHIEVEMENTS

CURRICULAR

- We put in place a refreshed P7 transition programme that involved Johnstone High School (JHS) staff delivering curricular lessons online across all seven primary schools.
- We have worked hard to improve our curricular offer in the senior phase (S4-S6) and have a range of new courses as alternatives to national qualifications, ranging from Scottish Studies and Construction Skills to Finance and Criminology.
- S3 History pupils have achieved their Heritage Heroes Detective Awards.
- Extra-Curricular Clubs have come back into school. Pupils have had a range of clubs on offer, including Eco Club, Science Club, a range of sporting clubs and teams, and Music clubs such as Choir, Function Band and the Pipe Band.
- S1 Design and Technology pupils focused on the topic of Spotless September. In class they learned about environmental issues and how they affect our local community. Throughout the week all S1 classes completed a litter pick of the school grounds and surrounding areas. There were also a range of activities and competitions to promote recycling and upcycling.
- S2 completed a Design Challenge - to design and manufacture trophies for the Junior Award Ceremony. 21 designs were selected and handed out to the award winners.

SPORTING

- JHS senior boys football team won the St. Mirren Cup and the league section.
- JHS U15 football team got to the final of the St. Mirren Cup.
- JHS S1-3 Girls Football team won the Renfrewshire football league.
- JHS S1-3 team won 28 medals at the Renfrewshire Athletics competition.
- JHS S1-2 team won the Renfrewshire Badminton tournament.
- JHS S1-2 Dance squad came 3rd in the Renfrewshire Dance competition.
- One of our senior pupils is Scottish Champion at his weight in boxing.
- Two of our senior pupils represent the Senior Paisley and District football squad.
- In football, two of our senior pupils won the Scottish Cup with their boys' club at the U17 age group. These boys also won the treble of the League, League Cup and Scottish Cup.
- In football, five of our S4 pupils won the treble of the League, League Cup and West of Scotland Cup with their boys' club at the U16 age group.

INCLUSION

- The Humanities Faculty delivered a very successful Black History Month with themed lessons taking place across all the subjects within the faculty.
- We celebrated Pride Month in June with a range of events and educational inserts.
- We are working hard on 'Renfrewshire Nurturing Relationships Approaches' (RNRA) and this year we focused on the nurture principle 'the environment offers a safe place'.

SUCSESSES AND ACHIEVEMENTS (Continued)

FUNDRAISING / CHARITY

- We acknowledge Remembrance each year by fundraising for Poppy Scotland and delivering themed lessons / assemblies.
- This year we did lots of fun things to raise funds for charities. This included raffles, discos and the very memorable Danceathon. The charities we support have included:
 - Renfrewshire Food Bank
 - Lisa's Gift
 - Marie Curie
 - School Funds
 - Save the Children Ukraine Appeal

CREATIVE

- The Art department has been showcasing the work of their S3 and S4 pupils who have been working towards a National Progression Award (NPA) in Drawing.
- The Music Department held a very successful in-person Summer Concert, our first performance event since December 2019.
- One of our S6 was runner-up Renfrewshire Schools Young Musician of the Year competition 2022.
- Many of our pupils are part of the Renfrewshire Schools Pipe Band who gained:
 - 3rd place at Gourock Highland Games
 - 7th place British Championship
- Many JHS pupils also take part in the Kilbarchan Pipe Band Grade who gained a 1st place British Championship.

POST SCHOOL

- 96.5% of our leavers go on to a positive, post-school destination - employment, training, college or university.
- The Art department have strong links with former pupils who went into the industry and this year a number of our leavers have accepted courses in a variety of creative disciplines at college and university.
- Similarly, the Music department are delighted that one of our S6 has received an unconditional offer to study Bagpipes at the Royal Conservatoire of Scotland. Another has received an unconditional offer to study Music at West College Scotland.

SCHOOL AWARDS

- We achieved the **Holocaust Vision Schools Award** for our work on Holocaust Education.
- We have achieved the **Bronze Level Award from the Scottish Credit and Qualifications Framework (SCQF)** for our work on diversifying our curriculum to best meet the needs of pupils. We are now working towards Silver.
- We have achieved the **Silver Chartermark from LGBT Scotland**. We are working towards Gold.
- We have achieved our **Bronze Rights Respecting Schools Award**. We are now working towards Silver.
- We have achieved **level 2 and level 3 (out of 4) accreditation from RNRA** for our work on nurturing approaches. We received our 'Ruby' and 'Amethyst' Awards in June. We are the only school to be awarded two levels in one year. We are now working towards Gold (level 4).

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- Strategic and robust leadership of staff at all levels has ensured that JHS continued to navigate the ongoing challenges of Covid. Strong and transparent decision making has underpinned our approach.
- We continue to offer leadership opportunities for aspiring middle and senior leaders through project leader posts, professional enquiry and staff learning trios.
- Staff are positive about the impact of professional learning opportunities in developing their leadership skills and supporting their classroom practice.
- This session we ran a support programme for newly qualified teachers which involved job application and interview coaching. Almost all have successfully secured employment for 2022/23, six staying on in JHS.
- The support we offer colleagues in their leadership journey has resulted in two teachers being promoted to principal teacher; a principal teacher to depute head teacher; and a depute head to a head teacher.

Teacher Professionalism

- All JHS staff engaged in revised assessment and examination procedures for SQA.
- We have 100% staff engagement with digital learning and all staff have improved their ICT skills.
- Staff have access to in-house and local authority professional learning and leadership development. This has resulted in the retention of seven newly qualified staff, and in terms of promotion we are delighted that a range of staff were promoted, either in JHS or elsewhere: one DHT promoted to HT, three PTs promoted to DHTs and four class teachers to PTs.
- Staff have undergone additional training on mental health and have been vigilant to refer on signs of pupil distress or self-harm.
- All staff have completed a 'professional enquiry' to improve our learning and teaching. All the professional enquiries were focused on one of the following: Raising Attainment; Relationships; Health and Wellbeing.
- Staff shared their learning from professional enquiries at the May in-service 'showcase' event. A staff survey afterwards told us that teachers will be taking forward these new ideas in their own classrooms.
- This session all teachers have undergone PIVOTAL training to help us to support young people with challenging behaviour.
- All promoted staff have engaged in CIRCLE training by Renfrewshire Council to help us make our school, corridors and classrooms more inclusive.
- Staff have worked hard to diversify our senior school curriculum for session 2022/23 and beyond. This has involved research, school visits and engagement with SQA. As a result, we offered over 10 new courses to our new S4-6, and these have had healthy uptake. We hope to see a positive impact on our pupil attainment in August 2023 as young people are in courses better suited to their interests and strengths. We have also been awarded the Bronze SCQF award for our work in widening the curriculum.

Parental Engagement

- We have committed to keeping our families well informed throughout the session. Parents have been contacted regularly around Covid arrangements, school expectations, and the head teacher has provided a weekly update throughout the year.
- Parents are positive about improvements in consultation and communication, including our increased use of social media.
- We send surveys to parents and appreciate their feedback. Over 300 parents responded to our school improvement survey.
- Via survey, parents told us they wish to return to in-person parents' evenings in 2022/23.
- The Parent Council continues to work closely with us around all aspects of school life. As a result, parent voice is directly shaping our improvement priorities and through surveys parents tell us they are satisfied with the service we provide.
- We have increased our use of Satchel One to include reward points, so parents can more regularly check-in with their child's progress and homework.
- 50 parents have expressed an interest in forming a Parent Association and we look forward to working towards this next session.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Assessment of Children's Progress

- Project leaders have supported teachers with all aspects of assessment in both the BGE and senior phase stages of the school.
- JHS teachers are becoming more skilled at moderation in both the broad general education (BGE) and the senior phase. As a result of this, data we use in school is becoming increasingly consistent and collectively we are more skilled at assessing and tracking pupil progress.
- Teachers are increasingly confident with tracking and monitoring, and the quality of parental reports is improving. We are now focusing on next steps for learning and are investigating which types of feedback pupils respond to best.
- We continue to work on our BGE tracker. This tracks the key skills required to achieve a level in each curricular area and supports pupils as they move from S3 to S4. Staff can identify key strengths and areas for development for each individual pupil, which in turn informs our planning around learning and teaching.
- JHS teachers went through a robust process to decide SQA estimates. This was based on pupil demonstrated attainment, and was collected at three assessment periods – October, December Prelims and March. Quality assurance procedures at all stages have ensured that our estimates are evidence based and follow all SQA guidelines.
- Our Pupil Support team continue to use a range of information to identify and support pupil needs. House teams review information on attendance and behaviour on a weekly basis. This allows us to put bespoke support packages in place for young people, working closely with their families. As a result, we are below the Renfrewshire average for school exclusions.
- Pastoral Support have reviewed their approach to supporting attendance and late coming and our revised policy will be with parents in the new session.

School Improvement

- This session we re-established our quality assurance programme, post-covid. At department and whole school levels we reflected on important areas of our practice (as set out in the Education Scotland document 'How Good is Our School'). Department teams are now more comfortable with all aspects of self-evaluation for improvement and are better able to identify areas of strength and work on development areas.
- We also carried out a full programme of classroom observations and departmental closer look reviews of Music, Nurture and Maths (this was a follow up from 2019). All of this allowed us to identify and share areas of strength, and work on areas that need to be developed.
- Project leaders have taken forward key areas of school improvement, such as pupil leadership, attainment, curriculum review, and the wider achievement awards programme. This has allowed the school to drive forward a number of areas that, due to the pandemic, were needing additional support. Therefore, we now have a refreshed captaincy programme and approach to volunteering with many S6 achieving Saltire Awards, over 50 pupils received wider achievement awards, we achieved the SCQF award and we achieved Holocaust Vision Award all due to the work of project leaders.
- The school has invested in digital learning again this session. All teachers received a laptop and many devices are on loan to pupils and families to allow easier access to online materials.
- We have improved our primary 7 transition programme. It now includes online lessons throughout the year delivered by JHS subject staff, live streaming with all seven associated primary schools. We also held virtual and in-person information evenings for P7 parents and carers. We have received positive feedback from primary colleagues, parents and pupils.
- This session we offered a programme of booster classes for seniors, supplemented by face-to-face Easter school and masterclasses prior to SQA examinations to support pupils preparing for the first diet of exams in three years.
- We reviewed our approach to pupil voice and our Pupil Council has a more prominent place in decision making within the school.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Performance Information

- All teachers are increasingly skilled at using JHS and Renfrewshire data packages to support our young people. For example, in terms of attainment, reporting data is summarised for principal teachers of each department to allow them to analyse performance patterns and identify and track performance of all pupils.
- In terms of support for young people, the Pupil Support team use a range of data including attendance, attainment, additional support needs information to identify pupils who are struggling. We then put appropriate support packages in place.
- Pupil surveys in school and by the local authority give us valuable information on how best to support young people around their learning, social emotional development, and their place in their school/local community.

PUPIL EQUITY FUNDING (PEF)

Each year we carry out a full evaluation of our practice to identify strength and development areas. In 2021, this told us that, post pandemic, we had a number of areas of school life that needed to be moved forward. Therefore, we appointed a range of PEF funded project leaders to support in specific areas. The impact of this has been detailed above in relation to driving forward key school improvement areas.

Our evaluation also told us that, post pandemic, the PEF funded Nurture Base was providing essential support to some of our most vulnerable learners. This was evidenced by the increasing number of referrals from primary head teachers for their transitioning p7 pupils. As a result we increased the number of pupils working with the nurture team. We also carried out a review of the Nurture Base and found that pupils being supported by the team were progressing well as measured by the nurture 'Boxall' scale. Pupils also report being more happy and settled in JHS due to the support they receive in Nurture.

After so many lockdown periods, we were aware that pupils in S1-3 would need 'catch-up' support, so we set up weekly PEF Funded homework club to support them, especially with literacy and numeracy. We also put in place a programme of PEF funded booster classes for pupils in senior school to address lost learning. Both of these measures were designed to lessen the impact of lost learning, and make sure families didn't feel the need to hire private tutors. All of these sessions were well attended and we received positive feedback from pupils and parents both about the academic support, as well as relieving the cost burden of tutoring.

Our school evaluation at the end of session 2021 suggested that attendance could be a concern as we came back into full time learning, so we decided to appoint a PEF funded project leader to each Pastoral House group to support the management of attendance. Our average attendance dropped during session 21/22 compared with previous years (mainly due to covid and covid anxiety), however the impact of the project leaders has meant that we have had more capacity to support larger numbers of families struggling with attendance at school.

As the school year progressed, we allocated remaining PEF funds to support bespoke timetables for individual learners who were struggling to cope with a mainstream timetable. This meant we were able to sustain education for a small number of pupils who were in danger of becoming missing from education.

SESSION 2022/23

As we were coming out of another lockdown, we did not consult widely with pupils and parents on our PEF spend in the summer of 2021. We have addressed this for session 2022/23 by carrying out pupil focus groups and we have consulted with parents through the Parent Council, a parental drop-in session and by sending out a MS teams survey. This will help determine our PEF spend in 2022/23. To assist us with planning our PEF spend in 2022/23, all PEF funded project leaders have reported on the impact of their work during 2021/22. Furthermore, we have carried out a review of the Thrive Hive to ensure this PEF funded resource is having a positive impact on the 58 learners it supports (in addition to outreach work).

Moving forward, all PEF funded interventions will feature in the school improvement plan and staff leading on these will report on the impact of their work. We are also considering how well we ensure all school related activities are inclusive and equitable. For example, school uniform, trips, costs associated with S6 (e.g. Prom) breakfast provision, cost of living pressures etc. Therefore, in our improvement plan for 2022/23, we are looking at additional steps we can take to support young people directly affected by poverty.

OUR NEXT STEPS – PRIORITIES FOR 2022-23

We believe that we have made good progress during session 2021-22, however, the challenges associated with the Covid 19 pandemic continued to impact our progress and capacity to achieve our improvement priorities. Therefore, some will be carried forward.

Having consulted with our school community, we will use the improvement priorities listed below to continue our school improvement journey in session 2022/23:

- ★ Improve opportunities for pupils to take on leadership roles and to participate in decision making within the school.
- ★ Improve our whole school approaches to BGE Literacy and Numeracy, including assessment, moderation and verification.
- ★ Review learning and teaching approaches and staff development / professional learning opportunities
- ★ Improve attainment – achieve set targets across all key measures in the broad general education and the senior phase.
- ★ Consult with parents, staff and pupils about moving our curriculum to a 2-2-2 model.
- ★ Review our support structures and approaches in line with local authority's recent review of additional support needs provision (the locality model)
- ★ Prioritise the meeting of learners needs – attendance, positive relationships, removing barriers associated with poverty.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan. The plan for session 2022/23 can be accessed on our website from October 2022, or by contacting the school office on 0300 300 1331.

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Follow us on Twitter!

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.

We send regular messages to parents/carers via text and showcase our work on Twitter.