

# Renfrewshire Council Children's Services

## Renfrew High School

### Improvement Plan 2023 - 2024



## Planning framework

As part of Children's Services, **Renfrew 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. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

### Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

### Pupil Equity Funding

Our school receives 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.

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## Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

## Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

### Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

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## Renfrewshire's Education Improvement Plan Priorities

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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## Our School Improvement Priorities

### Our Vision, Values and Aims

The work of the whole school community is driven by our vision of **'learning, achieving and working together'**, underpinned by our shared values of **care, fairness, respect and trust**. Our specific aims are:

- for all to feel happy, healthy, included, supported and challenged to be the best they can be
- to nurture positive relationships and effective partnerships
- to offer the best possible learning experiences
- for our learners to continue to develop skills for learning, life and work
- to continue to develop as a rights respecting school
- to ensure everyone has a voice in the ongoing improvement and leadership of our school

Renfrew High School is a non-denominational secondary school serving the town of Renfrew and surrounding areas. The school was formed in 1908 and the roll in September 2022 was 841.

Find out more about the school by visiting [www.renfrewhighschool.com](http://www.renfrewhighschool.com)

### Our Key Strengths

- Leadership of school improvement at all levels
- A positive culture of wellbeing, equality and inclusion
- High quality personal support for learners
- Very positive trends in attainment and opportunities for wider achievement

Find out more in our [Standards and Quality Report](#). Our most recent HMIE inspection report can be found [here](#).

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## **Next Steps: Improvement Priorities 2023-24**

We will continue to strive to improve in all we do to maintain and enhance the high quality of education we provide for our children and young people. The particular areas of focus this session are:

- **Enhance learner pathways and targeted interventions to raise attainment of identified cohorts and subjects**
- **Improve wellbeing, equality and inclusion of our learners**
- **Continue to embed the refreshed curriculum rationale across BGE and senior phase, enhancing the offer of wider achievement opportunities and development of skills for learning, life and work**

## **Who Do We Consult?**

In identifying improvement priorities, we seek the views of our staff, pupils and parents in a variety of ways such as surveys, focus groups and using feedback obtained from our quality assurance and self-evaluation processes. We also consult with our partners across and outwith the Council to assist us in the delivery of our priorities, such as Skills Development Scotland, Community Learning, One Ren and key business partners.

## **How Will We Know We Are Achieving Our Aims?**

We will monitor and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this by monitoring the progress of our improvement plans at school and individual departmental level each term at team and one-to-one meetings. Each year we also complete a standards and quality report and self-evaluation which is monitored by Renfrewshire Council children's services staff.

## Action Plan

*NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information*

*(PEF) denotes interventions/activities funded through Pupil Equity Funding*

<b>School Priority 1: Enhance learner pathways and targeted interventions to raise attainment of identified cohorts and subjects</b>					
<b>NIF key driver</b>	<b>HGIOS4 / HGIOELC QIs</b>	<b>What are we going to do?</b>	<b>Who will be responsible for implementation?</b>	<b>What is the expected impact? (on children &amp; young people; staff; families etc)</b>	<b>How will we measure this?</b>
5, 6	1.1 2.2 2.4 3.2	<p>Create and implement a 3-year curricular development plan for enhanced pathways at level 4-7</p> <p>Implement enhanced tracking interventions using data from standardised assessments</p> <p>‘Deep dive’ quality assurance of identified courses where attainment is below comparator measures</p> <p>Targeted interventions in literacy and numeracy for identified groups S1-3 (PEF plan)</p>	<p>SLT (MP) / PTs</p> <p>ELT / department teams</p> <p>ELT</p> <p>SAC Team / PTs PS</p>	<p>The curriculum offer aligns more closely with learner progression through BGE into the SCQF, increasing attainment and achievement in S4 and at SCQF level 6</p> <p>Subjects identify areas for development in identified courses, produce clear action plans and implement changes to raise attainment</p> <p>Identified groups are supported to increase confidence and achievement in literacy and numeracy</p>	<ul style="list-style-type: none"> <li>• Presentation levels at SCQF 5 and 6</li> <li>• Monitoring of department improvement plan progress</li> <li>• Department QA visits</li> <li>• Pupil tracking data</li> <li>• Attainment results</li> </ul>

School Priority 2: Improve wellbeing, equality and inclusion of our learners					
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?
1, 5, 6	1.3 2.2 2.4 3.1	<p>Review and adapt curricular progression in PSHE / HWB and key areas in relation to:</p> <ul style="list-style-type: none"> <li>• Mental HWB</li> <li>• Rights and equalities</li> </ul> <p>Implement the refreshed Positive Relationships policy and associated training and engagement for staff, pupils and parents</p> <p>Refresh approach to tracking of pupil MHWB in BGE, and with targeted groups S4-6, and provide additional supports where needs identified (PEF plan)</p>	<p>MHWB Working Group ELT</p> <p>ELT</p> <p>MHWB Working Group</p>	<p>Increased opportunities to learn about positive MHWB, to discuss own MHWB and access enhanced supports.</p> <p>More opportunities to engage in rights-based learning and refreshed school Rights Charter.</p>	<ul style="list-style-type: none"> <li>• Monitoring of department and project improvement plan progress</li> <li>• Pupil MHWB tracking data</li> <li>• Training engagement data</li> </ul>



**School Priority 3: Continue to embed the refreshed curriculum rationale across BGE and senior phase, enhancing the offer of wider achievement opportunities and development of skills for learning, life and work**

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?
2, 5	1.2 2.2 2.3 3.3	<p>Continue (Year 2 of 3) to review and evaluate BGE courses and introduce new themes and projects which align with the rationale (including outdoor learning, trips and activities)</p> <p>Implement the refreshed Learning and Teaching policy and Skills Framework across identified subjects and courses in BGE and Senior Phase</p>	<p>ELT</p> <p>SLT / LandT Group / Skills Working Group</p>	<p>The totality of learners' experiences reflect our rationale: 'A better future for us as individuals, as a community and as a planet.'</p> <p>Learners are engaged in more opportunities for project-based learning in a variety of relevant and enjoyable contexts.</p> <p>Learners improve their meta-skills and their ability to articulate this in terms of their personal development.</p>	<ul style="list-style-type: none"> <li>• Department / project QA</li> <li>• Pupil surveys</li> <li>• Department visits / classroom observations</li> <li>• Course Plans</li> </ul>

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