

**Johnstone High School
Renfrewshire Council
26 August 2008**

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1. Background

Johnstone High School was inspected in March 2008 as part of a national sample of secondary education. The inspection covered key aspects of the school's work at all stages. HM Inspectors evaluated how well the school was raising achievement for all pupils, taking into account the extent to which pupils' learning needs were met by the curriculum and teaching. They analysed pupils' achievement in national examinations (see Appendix 3) and other areas, the school's processes for self-evaluation and innovation, and its overall effectiveness and capacity for improvement. Inspectors invited the school to identify examples of good practice and have provided examples of good practice in Appendix 4. HM Inspectors focused particularly on English, mathematics, biology and S1/S2 science, and art and design. The inspection team also evaluated aspects of the school's progress in implementing national recommendations related to improving aspects of school meals provision.

HM Inspectors observed teaching, learning and achievement in lessons and other contexts and examined pupils' work. They analysed responses to questionnaires¹ issued to a sample of parents² and pupils and to all staff. They interviewed groups of pupils, including representatives of pupil councils, and staff. Members of the inspection team also met the chairperson of the Parent Council and a group of parents.

Johnstone High School is a non-denominational school serving the town of Johnstone and neighbouring villages. At the time of the inspection, the roll was 1129. The percentage of pupils entitled to free school meals was above the national average. Pupils' attendance was in line with the national average.

2. Key strengths

HM Inspectors identified the following key strengths.

- The wide range of courses and programmes to meet the needs of all pupils.
- Very high quality of pastoral care and the inclusion of all pupils.
- The extensive variety of extra-curricular opportunities for pupils and their achievements in them.

3. How well does the school raise achievement for all?

To evaluate how well the school was raising achievement for all, HM Inspectors considered the extent to which the learning needs of all pupils were met through the curriculum and teaching. They evaluated the impact of the school on the learning and personal development

¹ See Appendix 2

² Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

of all pupils in lessons and in other, broader contexts. They also considered pupils' achievement in examinations and other areas, and the school's overall success in sustaining improvements in performance.

Curriculum

The overall quality of the curriculum was very good. It had a clear rationale and was based on well-defined progression routes which enabled all pupils to follow their preferred course choices. Particular features included the following.

- At S1/S2, pupils studied a broad and balanced range of subjects. In science and modern languages, there were strong curricular links to support the transition of pupils from primary to secondary.
- From S3 to S6 the school provided a wide choice of Standard Grade and National Qualifications courses. At S3, pupils studied seven Standard Grades or their equivalent and, in addition, undertook a rotation of optional courses in ten-week blocks. These courses focused on cross-curricular themes such as citizenship, enterprise, and information and communications technology (ICT) and also food preparation for healthy eating. Initial evaluations collated by the school were positive.
- At S4, almost all pupils studied eight Standard Grades or their equivalent. An appropriate range of alternative options catered for pupils for whom this was not appropriate. A group of approximately 20 pupils at S3 and S4 participated in vocational training offered by the Renfrewshire Vocational Programme. At S4, all pupils carried out work experience placements.
- At S5/S6, pupils chose from an appropriate range of courses at Intermediate 2, Higher and Advanced Higher levels. Pupils benefited from productive links with other schools and Reid Kerr College.
- All pupils followed a well-designed programme of personal, social and health education (PSHE). Pupils from S1 to S5 benefited from a well-planned programme for religious and moral education (RME).
- The school had increased the time allocated for physical education at S1 to S3 to better meet pupils' needs, but needed to review their access to sufficient high-quality physical education at S5 and S6.
- At all stages, pupils benefited from a range of cross-curricular activities including enterprise education.
- At S6, pupils had access to a range of complementary activities to their studies such as those offered through supporting S1 pupils and community involvement.
- The school had introduced changes to the curriculum after appropriate consultation with parents had taken place.

Teaching and meeting learning needs

Overall, the quality of teaching was good. Teachers explained work clearly and most used praise well to encourage and motivate pupils. The majority used a range of approaches effectively, including a variety of class, group and individual work to engage pupils. Teachers used questioning well to develop pupils' knowledge and understanding and the majority encouraged pupils to give extended answers and to reflect on their learning. Across the school, many teachers used ICT successfully to stimulate pupils' interest and learning. In the majority of classes, homework was used well to consolidate pupils' learning. The majority of teachers shared successfully the purpose of lessons with pupils and reviewed these at the end of lessons.

The school's approaches to meeting pupils' learning needs were good. Across the school, most teachers set tasks and activities that were generally well matched to pupils' learning needs. In most departments, the pace of learning was appropriate. A few subjects arranged classes by ability to meet pupils' learning needs more effectively. Support for learning and behaviour support staff used a range of support strategies to help individual pupils and were well supported in this role by other teaching staff. Support for learning staff provided helpful programmes of language work for pupils at S1 and S2. Staffing provision was insufficient to meet the needs of a wider range of pupils in other year groups. Behaviour support staff and the Home Link team successfully supported pupils with social, emotional and behavioural needs. Learning support staff provided teachers with helpful and comprehensive information about pupils' additional support needs and regularly updated the records as a result of in-class support and feedback from all staff. Support for learning staff had developed helpful plans for pupils with additional support needs. These plans did not include targets from other subjects and were reviewed too infrequently. The Extended Support Team (EST) meetings, involving school staff and external agencies, provided an effective forum for addressing pupils' needs. The school had recognised the need to promote regular discussions at departmental meetings about meeting pupils' learning needs within departments.

Impact on learners

This section provides an evaluation of the extent to which the school was successful in raising achievement for all pupils. It refers to pupils' learning experiences, personal development and aspects of their achievement in examinations and other areas.

Learners' experiences and personal development

The overall quality of learning was good. The learning environment in classes was positive and as a result almost all pupils were motivated and attentive and cooperated well with their teachers. They responded confidently to opportunities to work together with others to improve their learning. Pupils were clear about their strengths in learning and most pupils were aware of what action they needed to take to improve. Progress and achievement were most effective when the pace of learning was appropriately brisk and tasks were well designed and purposeful. Such tasks included citizenship and enterprising activities. The library provision contributed positively to the quality of pupils' learning, for example by developing pupils' reading and research skills and encouraging their enthusiasm for reading for pleasure. When given the opportunity,

pupils took responsibility for aspects of their own learning. Most departments organised supported study sessions to help improve pupils' attainment.

The school used an extensive range of activities within and outwith the formal curriculum to enhance pupils learning experiences and positively develop their attitudes and personal and social skills. These activities included curriculum-related visits and international exchange projects. Enterprise education projects provided pupils with well-planned opportunities to increase their knowledge and skills related to the world of work. For example, pupils at S2 were involved in the 'Go4set' eco-competition and at S3 in a Stock Market challenge. Many subject departments organised events and visits that enhanced pupils' learning. For example, pupils studying geography and biology participated successfully in field trips linked to their coursework. A number of departments, including science and guidance, had invited external speakers to discuss particular aspects linked to their studies. Pupils at S6 willingly took on leadership roles, such as Renfrewshire Pupils forum, Befrienders for S1 pupils, and mentoring S1 and S2 pupils in reading. Staff supported a wide range of after school activities such as athletics, hockey, rowing, and football. A large number of pupils participated in the Duke of Edinburgh awards scheme. Most of the pupils involved in these events had achieved success in local, national and international competitions. These activities increased pupils' confidence and self-esteem. Across the school, pupils participated in a wide range of fund-raising activities, improving the environment projects and charity events. For example, pupils participated in a sponsored walk to raise funds for Cancer Research and sent Christmas parcels to Romania. These activities were helping pupils to develop a sense of individual responsibility and global citizenship.

English

Overall the quality of teaching, arrangements for meeting pupils' learning needs and learners' experiences was adequate. Pupils' performance was improving.

In most lessons, teachers explained clearly to pupils the skills they were developing and how to achieve success. They questioned pupils well to develop their thinking and pupils contributed ideas and opinions readily in class and group discussions. In the majority of lessons, teachers ensured pupils had a variety of ways to learn and make progress. At times, they provided too much direction and limited pupils' independence. Teachers and support for learning staff had developed helpful approaches and resources to meet a range of learning needs. For example, they used well-planned writing frames to help pupils record and organise their ideas and provided well-judged support for pupils with additional needs. Increasingly, pupils reviewed their own and each other's work and were developing confidence in identifying strengths and areas for improvement. Pupils collaborated effectively and responded well when they had a choice of activities to develop their language skills.

Most pupils made steady progress from their prior levels of attainment. By the end of S2, the majority attained national levels in reading, writing, listening and talking. Pupils at S3 worked very well together, interviewing a range of speakers and writing features to create a news programme for a BBC competition. Their programme was also broadcast on the school's radio station. The proportion of pupils attaining Credit awards and A-C grades at Intermediate 2 had improved and was above the national averages. At Intermediate 1, attainment had improved and was well above the average. At Higher, too many pupils failed to gain an award. Pupils performed less well in English than in their other subjects.

Mathematics

Overall the quality of teaching, arrangements for meeting pupils' learning needs and learners' experiences was good. Pupils' performance was improving well.

Teachers used clear explanations and skilful questioning to develop pupils' knowledge and understanding. Increasingly, they shared the purposes of lessons with pupils and used ICT effectively to engage pupils' interest. Teachers met pupils' learning needs well and the pace of learning was appropriate, especially from S3 onwards. They selected tasks and activities which provided support and challenge for most pupils. Learning support staff provided well-judged support. They responded positively to the brisk pace of learning in most lessons. Pupils cooperated well with teachers and worked purposefully individually and, when given the opportunity, in groups. Not all pupils fully understood what they could do to improve their learning.

At S1/S2, pupils generally made good progress in their coursework and the majority had attained appropriate national levels. At S4, the proportion of pupils attaining Credit awards at Standard Grade was variable and was in line with the national average. At this level, pupils performed better in mathematics than in their other subjects. At S5/S6, pupils' performance at Higher was variable. It had improved in 2007 and the proportion of pupils gaining A-C awards was in line with the national average. At Intermediate 2, the proportion of pupils gaining A-C awards was generally above the national average. Fewer than half of pupils presented for Intermediate 1 attained A-C awards. At S6, the majority of pupils presented for Advanced Higher were successful.

Biology and S1/S2 science

The quality of teaching was very good. The quality of arrangements for meeting pupils' learning needs and learner's experiences was good. Pupils' performance was improving well.

Teachers gave clear instructions, helpful explanations and made lessons stimulating by using a variety of teaching approaches. They used questioning effectively to help pupils consolidate the main points of lessons. Teachers recognised the need to challenge pupils more by asking them to give extended explanations. They praised pupils for good answers and attempts and, in most lessons, tasks were well matched to pupils' learning needs. Teachers should continue to provide pupils with more opportunities to take responsibility for their own learning. In most lessons, the pace of learning was appropriate and pupils completed their written and experimental tasks well. In most lessons, pupils were attentive and motivated and worked well in groups and individually. In the majority of lessons, they provided teachers with feedback on the progress of their learning. However, this was not a consistent feature across the department. Teachers used ICT successfully to enhance pupils learning.

Most pupils at S1/S2 were making good progress in their coursework. Teachers were improving pupils' understanding of science using improved approaches to learning and teaching. At S3/S4, the proportion of pupils attaining Credit awards in Standard Grade biology was above the national average. The proportion of pupils attaining General awards was in line with the national average. At S5/S6, the proportion of pupils attaining A-C grades at Higher biology was in line with the national average. At Intermediate 2, less

than half of those presented attained A-C grades. At S6, the proportion of pupils attaining A-C grades at Higher human biology was below the national average.

Art and Design

The quality of teaching was very good. The quality of arrangements for meeting pupils' learning needs and learners' experiences was good. Pupils' performance was improving steadily.

Teachers used a variety of teaching and learning approaches to encourage creativity and support pupils' learning needs. They interacted well with pupils, provided prompts when needed and gave helpful explanations and feedback to support pupils' learning. Tasks provided appropriate challenge for pupils and they made suitable progress in their learning. Pupils enjoyed lessons and were motivated and enthusiastic participants in their learning. They were aware of what was required in lessons, worked well independently and most engaged well with the activities organised by teachers. Teachers set high expectations for pupils to attain and achieve well. At S5/S6 pupils' work was regularly selected by the Scottish Qualifications Authority for national exhibitions.

At S1/S2, most pupils were making good progress in their coursework. They had a sound understanding of the visual elements and were developing an understanding of working in 3-dimensional activities. At S3/S4, pupils' attainment was consistently high. The proportion of pupils attaining Credit awards in Standard Grade was above the national average. Pupils performed notably better than in their other subjects. At Intermediate 2, all pupils presented had attained A-C awards. At Higher, almost all pupils attained A-C awards. Most pupils presented at Advanced Higher had attained A-C awards.

Achievement in national assessments, examinations and other areas

Information about the subjects inspected has been given earlier in the report. Across the school, particular features of pupils' progress, results in examinations and other qualifications, including those awarded by the Scottish Qualifications Authority (SQA) within the Scottish Credit and Qualifications Framework (SCQF)³ for the three year period 2005-2007, are included below.

Particular features of achievement in national assessments and other areas by the end of S2 included the following.

- By the end of S2, the majority of pupils were attaining appropriate national levels in reading, writing and mathematics.
- In most subjects, pupils were making good progress in coursework across a range of subjects.

³ Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 cluster; Standard Grade at 5-6

Particular features of achievement in examinations and other areas by the end of S4 included the following.

- The proportions of pupils attaining five or more awards at SCQF levels 3 and 5 were in line with the national averages. The proportion of pupils attaining five or more awards at SCQF level 4 was below the national average. At SCQF levels 3 and 4 pupils performed in line with schools with similar characteristics. At SCQF level 5 pupils performed much better than schools with similar characteristics.
- At S4, the proportions of pupils who attained Credit awards were well above the national averages in accounting and finance and modern studies and well below national averages in graphic communication.

Particular features of achievement in examinations and other areas by the end of S6 included the following.

- By the end of S5, the proportion of pupils attaining three or more awards at SCQF level 6 or better was above the national average. The proportion of pupils attaining five or more awards at SCQF level 6 or better was in line with the national average. Overall, the school performed much better than schools with similar characteristics.
- By the end of S6, the proportion of pupils attaining five or more awards at SCQF level 5 was in line with the national average and better than schools with similar characteristics.
- The proportions of pupils attaining three or more awards at SCQF level 6 and at least one award at SCQF level 7 were in line with the national averages. For three or more awards at SCQF level 6, pupils performed better than in schools with similar characteristics. At SCQF level 7, the school performed much better than schools with similar characteristics.
- At Intermediate 2, the proportion of pupils who attained A-C grades was well above the national average in physical education. The proportions of pupils attaining A-C grades in Higher computing studies, French, graphic communication and music were well above the national averages. They were below the national averages in accounting, geography, modern studies, physical education and physics.

Overall, the school was having a good impact on pupils' achievement across a variety of aspects and was becoming increasingly successful in raising their achievement. Pupils' performance by the end of S2 had improved over the last three years. Improvement in performance by the end of S4 and S6 was good.

4. How good is the environment for learning?

Aspect	Comment
Care, welfare and development	<p>The school had a very effective range of approaches for the care, welfare and development of pupils. All staff had been trained in child protection procedures and were fully aware of their responsibilities. Guidance, pupil support and home link staff worked very well together to deliver an integrated service and successfully maintained a high level of contact with carers and parents on care and welfare matters. The Extended Support Team (EST), including very effective involvement of a wide range of external agencies, successfully supported vulnerable pupils and their families. The school had organised additional support for specific groups of young people which further enhanced the support provision. A principal teacher of guidance monitored and coordinated the provision for looked after children and regularly met with the education authority to ensure their progress. This group of pupils had consistently attained higher than the national averages in national qualification examinations as a result of careful tracking by the guidance staff. Guidance teachers used a wide range of materials at key stages in the PSHE programme to provide pupils with very effective curricular and vocational guidance. The Careers Service contributed well to this aspect and provided appropriate support to pupils in classes and through individual appointments. A small group of pupils successfully participated in alternative programmes such as “Activate” and “Reach Out”. The school had very effective pastoral arrangements for pupils transferring from primary to secondary school. The school emphasised the importance of healthy eating, and pupils had good opportunities to be consulted on aspects of food provision in school. Strategies to measure the impact of action to promote healthy lifestyles now needed to be developed further.</p>

Aspect	Comment
Management and use of resources and space for learning	<p>The management and use of resources and space for learning was adequate overall. The school was scheduled to be refurbished starting in July 2008. Particular features included the following.</p> <ul style="list-style-type: none"> • The school was well maintained and many classrooms provided stimulating learning environments. Pupils' work was appropriately displayed around the school. • Staff used ICT effectively to enhance learning and teaching and the majority of classrooms had access to an interactive whiteboard. Pupils had suitable access to ICT equipment in classrooms and in the library. • Corridors were narrow and social areas were cramped particularly at lunch times. At the time of the inspection access to fresh drinking water was limited. • Arrangements for security were appropriate and the school was accessible to those with restricted mobility. • Football pitches were frequently flooded. • Furniture, fittings and lighting were poor in a number of classrooms, for example in science, business education and English.

Aspect	Comment
<p>Expectations, engagement and equality.</p>	<p>Most staff were involved in a variety of curricular or extra-curricular activities at the end of the school day or at weekends. A number of staff were members of school development groups and were progressing areas of the school development plan well. One group was reviewing the school's approaches to learning and teaching and the sharing of good practice. The majority of staff felt that they had good opportunities to be involved in decision-making and that senior staff consulted them appropriately. Most staff had high expectations for pupils' behaviour, attendance and progress. The school praised pupils frequently for their hard work in the school and in the community. It celebrated pupils' successes effectively through displays of photographs of pupils' achievements and publicising them in the local newspaper. Teachers could further develop an ethos of achievement in their classes to motivate and encourage all pupils to succeed. Most pupils had a positive view of the school and high aspirations for themselves and others. Relationships between staff and pupils were very positive overall and there was a high degree of mutual respect. Pupils felt that they could be more involved in the school's decision-making process. The school provided pupils with appropriate opportunities for religious observance and was well supported by the chaplain. The school actively promoted an ethos of equality and fairness and addressed related issues sensitively within the PSHE and RME programme. A range of effective measures had been introduced to engage disaffected pupils more in their learning. Pupils with additional support needs were well integrated into the life of the school and were supported well by staff and other pupils.</p>
<p>The school's success in involving parents</p>	<p>Most parents were very positive about the school. The Parent Council had strong links with the school and was recently involved in the school concert. The Parent Council was beginning to strengthen parental partnerships with the school by forming small working groups to help encourage the wider achievements of pupils. The headteacher had consulted parents regularly and effectively on a number of school issues. Parents' comments and suggestions had contributed to changes in a number of areas such as the increased provision in ICT. They felt that there was an open door policy in the school and that the headteacher was very approachable. The school kept parents informed of school matters through regular newsletters, informative articles in the local newspaper and its website. A number of parents successfully participated in and led lessons within the cross-curricular programme for pupils at S3.</p>

5. Leading and improving the school

Johnstone High School provided pupils with a good education overall and was broadly successful in raising achievement for all. It provided many opportunities for wider achievement in a supportive and caring environment. The school had introduced a number of whole school initiatives to improve learning and teaching. These had not yet impacted fully on classroom practice. The headteacher had developed the school's leadership capacity effectively by delegating appropriate duties to the senior managers and principal teachers. With the formation of school improvement groups, staff were leading improvements in a collegiate manner. Many senior pupils were making significant contributions to improving the school ethos and were leaders of learning in some departments. There had been improvements in the quality of learning and teaching in many areas and attainment was improving steadily. The school needed to continue to actively promote corporate working and responsibility. This would ensure that everyone was committed to the same vision and to improving the quality of learning and teaching and raising attainment.

The headteacher was strongly committed to improving the quality of learning and teaching. He had adopted a very pupil-centred and inclusive approach to improvement and change to help ensure that all pupils had the best opportunities to succeed. In doing so, he had made difficult decisions, managed change well and gave staff time to embed improvements in their practices. The headteacher consulted staff on new developments and involved them in school improvement groups to drive improvements. He challenged and supported staff to develop improved approaches to learning and teaching. However, he needed to engage all staff in improvement to ensure consistency and teamwork. Most deputy headteachers and principal teachers led improvement and change effectively. The majority of staff were actively developing their teaching approaches and improving pupils' learning experiences. They were beginning to share good practice and develop approaches that would enhance their teaching and pupils' learning. As a result, a number of staff had successfully introduced improvements within their lessons and helped staff in other departments.

The school had developed a range of approaches to evaluate and monitor the quality of its work. These included gathering systematically the views of staff, pupils and parents about the life and work of the school. This had led to greater effectiveness in identifying areas for improvement. The regular review meetings for each principal teacher with the headteacher and senior managers were an important component of quality assurance and led to effective action for improvement. Senior managers maintained ongoing links with departments to improve learning and raise attainment but these arrangements lacked consistency and were insufficiently rigorous. As a result, they had not ensured that self-evaluation activities consistently led to appropriate improvement in learning. Staff contributed actively to school improvement through their involvement in planning developments and in observations of classroom practice. The school had the capacity for further improvement.

As well as building on the strengths and addressing the issues raised throughout this report, the school and the education authority should address the following main points for action.

Main points for action

Continue to improve achievement by:

- ensuring that learning and teaching approaches are consistent across the school and lead to improvements in pupils' performance;
- developing further the leadership role of all staff and the school's capacity for improvement; and
- engaging all staff in applying consistent and rigorous approaches to evaluating their work which have a direct impact on the quality of outcomes for learners.

What happens next?

The school and the education authority have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents. Within two years of the publication of this report parents will be informed about the progress made by the school.

Hakim Din
HM Inspector

26 August 2008

Appendix 1 Indicators of quality

The following quality indicators have been used in the inspection process to contribute to the evaluation of the overall effectiveness of the school in raising achievement for all pupils.

Section 3. How well does the school raise achievement for all?	
The curriculum	very good
Teaching for effective learning	good
Meeting learning needs	good
Learners' experiences	good
Improvements in performance: S1/S2	good
Improvements in performance: S3/S4	good
Improvements in performance: S5/S6	good

Section 4. How good is the environment for learning?	
Care, welfare and development	very good
Management and use of resources and space for learning	adequate
The engagement of staff in the life and work of the school	good
Expectations and promoting achievement	good
Equality and fairness	good
The school's success in involving parents, carers and families	good

Section 5. Leading and improving the school	
Developing people and partnerships	good
Leadership of improvement and change (of the headteacher)	good
Leadership of improvement and change (across the school)	good
Improvement through self-evaluation	good

This report uses the following word scale to make clear the judgements made by inspectors:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

Appendix 2 Summary of questionnaire responses

The following provides a summary of questionnaire responses. Key issues from the questionnaires have been considered in the inspection and comments are included as appropriate throughout the report.

What parents thought the school did well	What parents think the school could do better
<p>Almost all parents thought that:</p> <ul style="list-style-type: none"> • staff showed care and concern for the welfare of their children and that they were treated fairly; • staff made them feel welcome; and • the school was well led. <p>Most parents thought that:</p> <ul style="list-style-type: none"> • parents' evenings were helpful and informative and encouraged pupils to work to the best of their ability; • their child enjoyed being at school and found work stimulating and challenging; and • the school had a good reputation in the local community. 	<ul style="list-style-type: none"> • Around a third of parents felt that the school could do more to inform them of their children's strengths and weaknesses.

What pupils thought the school did well	What pupils think the school could do better
<p>Almost all pupils thought that:</p> <ul style="list-style-type: none"> • their teachers expected them to work to the best of their ability and helped them when they were having difficulties; and • they got on well with other pupils and that the school helped them keep safe and healthy. <p>Most pupils felt that:</p> <ul style="list-style-type: none"> • teachers explained things clearly and praised them when they had done something well; • they enjoyed being at school and at least one teacher knew them well; and • they knew what to do if there was something that worried them. 	<ul style="list-style-type: none"> • Around a third of pupils thought that they could be treated more fairly; and • around two-fifths of pupils thought that the behaviour of pupils could be better.

What staff thought the school did well	What staff think the school could do better
<p>All staff felt that they:</p> <ul style="list-style-type: none"> • set high standards for pupils’ attainment and ensured that pupils received constructive feedback; • worked hard to promote good relations with the community; and • showed concern for the care and welfare of pupils. <p>All support staff stated that:</p> <ul style="list-style-type: none"> • they liked working in the school and there was mutual respect between them and pupils; and • indiscipline was dealt with effectively and standards set for pupils’ behaviour were consistently upheld in the school. <p>Almost all teachers thought that:</p> <ul style="list-style-type: none"> • there was mutual respect between teachers and pupils and that pupils were enthusiastic about learning; and • the school dealt effectively with any instances of bullying and that pupils’ successes were celebrated regularly. 	<ul style="list-style-type: none"> • Two thirds of support staff thought that they could be involved more in the decision-making process; and • a third felt that their training time could be used more effectively. • A third of the teaching staff stated that there could be more regular staff discussions about how to achieve school priorities.

Appendix 3 Performance in Scottish Qualifications Authority (SQA) National Qualifications

This data is used alongside evaluations of teaching for effective learning, meeting learning needs, expectations and promoting achievement, and the overall quality of learners' achievement, to inform the overall evaluation of improvements in performance.

Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 Cluster; Standard Grade at 5-6

Percentage of relevant S4 roll gaining awards by end of S4

		2005	2006	2007
English and Mathematics @ Level 3	Johnstone High School	89	95	93
	Comparator schools ⁴	91	91	92
	National	90	91	92
5+ @ Level 3 or better	Johnstone High School	86	93	92
	Comparator schools	90	89	91
	National	90	91	91
5+ @ Level 4 or better	Johnstone High School	68	74	76
	Comparator schools	74	73	72
	National	76	77	76
5+ @ Level 5 or better	Johnstone High School	27	41	32
	Comparator schools	27	29	25
	National	34	35	33

Percentage of relevant S4 roll gaining awards by end of S5

		2005	2006	2007
5+ @ Level 4 or better	Johnstone High School	78	70	74
	Comparator schools ⁴	76	77	75
	National	78	78	79
5+ @ Level 5 or better	Johnstone High School	48	36	50
	Comparator schools	39	39	41
	National	45	45	46
1+ @ Level 6 or better	Johnstone High School	39	36	44
	Comparator schools	31	31	33
	National	39	38	39
3+ @ Level 6 or better	Johnstone High School	24	17	25
	Comparator schools	16	16	17
	National	23	22	22
5+ @ Level 6 or better	Johnstone High School	9	8	7
	Comparator schools	5	6	6
	National	10	10	10

Percentage of relevant S4 roll gaining awards by end of S6

		2005	2006	2007
5+ @ Level 5 or better	Johnstone High School	42	49	40
	Comparator schools⁴	40	40	42
	National	47	48	47
1+ @ Level 6 or better	Johnstone High School	39	42	39
	Comparator schools	36	36	38
	National	43	43	42
3+ @ Level 6 or better	Johnstone High School	25	31	27
	Comparator schools	24	24	22
	National	30	30	29
5+ @ Level 6 or better	Johnstone High School	16	20	15
	Comparator schools	14	14	13
	National	19	20	19
1+ @ Level 7 or better	Johnstone High School	9	13	11
	Comparator schools	8	9	8
	National	12	13	12

⁴ Comparator schools are the 20 schools statistically closest to the school being inspected in terms of the five socio-economic characteristics of the school population and surrounding areas.

Appendix 4 Good practice

In the course of the inspection, the following aspects of innovative and effective practice were evaluated as being worthy of wider dissemination.

An example of good practice in targeted support for vulnerable pupils.

At Johnstone High School a principal teacher of guidance supported a group of vulnerable pupils very successfully. This arrangement enabled the principal teacher to know each child personally and to have an overview of the provision being delivered to every looked after and accommodated child. This ensured that there was a consistency of approach and outcome to any concerns and issues. The school was proactive in organising formal and informal multi-agency meetings to discuss any issues relating to school and to ensure that appropriate support and effective monitoring was in place.

The school encouraged high aspirations and expectations in the group. As a result of this approach, and the very effective coordinated support within the school, this group of pupils was consistently attaining better in national examinations than other similar groups in the authority. The school had been commended by both the Scottish Government and the Cabinet Office in Westminster for this performance. The pupils also fully participated in extra-curricular activities and projects such as Reachout and the Duke of Edinburgh Award Scheme.

Implementing Curriculum for Excellence within S3

With the removal of constraints in curriculum design, pupils at S3 were offered seven Standard Grade subjects with the possibility of Standard Grade physical education as an eighth subject. Pupils were now benefiting from two hours of physical education. Within the remaining two periods, a rota was devised to address areas of Curriculum for Excellence. Pupils followed four ten week blocks and were actively involved in a range of additional learning experiences. These included using ICT which enhanced their core skills, health promotion where pupils cooked healthy meals and active citizenship placements within the local community. This curricular innovation benefited pupils in a number of ways. Pupils were becoming better independent learners, being more creative and developing further skills in working in teams. They improved their skills in relating to adults and others in the workplace and increased their sense of responsibility and their contribution to the life of the school and the wider community. Pupils had opportunities to evaluate the initiative and their personal progress at the end of each block. Their comments and suggestions helped to provide a better provision for future groups.

How can you contact us?

If you would like an additional copy of this report

Copies of this report have been sent to the headteacher and school staff, the Director of Education and Leisure, local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, 1st Floor Endeavour House, 1 Greenmarket, Dundee DD1 4QB or by telephoning 01382 576700. Copies are also available on our website at www.hmie.gov.uk.

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Should you wish to comment on any aspect of secondary inspections, you should write in the first instance to Frank Crawford, HMCI, at HM Inspectorate of Education, Europa Building, 450 Argyle Street, Glasgow G2 8LG.

If you have a concern about this report, you should write in the first instance to our Complaints Manager, HMIE Business Management and Communications Team, Second Floor, Denholm House, Almondvale Business Park, Almondvale Way, Livingston, EH54 6GA. You can also email HMIEcomplaints@hmie.gsi.gov.uk. A copy of our complaints procedure is available from this office, by telephoning 01506 600200 or from our website at www.hmie.gov.uk.

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