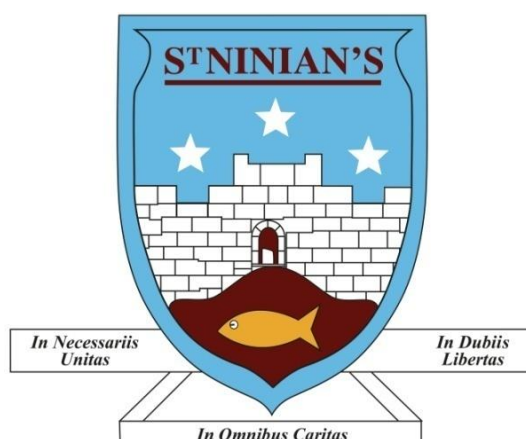


St Ninian's High School

Kirkintilloch

Standards and Quality Report

Session 2019 - 2020



School Context

St. Ninian's High School serves the town of Kirkintilloch and surrounding area including Lenzie and the villages of Lennoxton, Milton of Campsie and Twechar.

St. Ninian's is a co-educational comprehensive with a roll of 869 in session 2019-2020. The pupils mainly come from three partner primary schools, with a number of placing requests from other schools. The school has a well-established Language & Communications Resource.

20% of pupils are recorded as having an additional support need and 11 % of pupils are registered for free school meals. 15% of pupils are living in the most deprived datazones in Scotland.

The Education Scotland inspection report was published on 27 March 2018.

Quality Indicator	Evaluation
Leadership of change	Excellent
Learning, teaching and assessment	Very Good
Ensuring wellbeing, equality and inclusion	Very Good
Raising attainment and achievement	Very Good

Our Aims

We strive to ensure that our young people are fully prepared for life. We encourage pupils to be ambitious in their achievements, confident in their abilities, responsible within their community and effective in their learning by promoting the Gospel values and developing the talents of each individual.

The aims of the school highlight the importance of the individual, which is in keeping with the Catholic ethos we promote.

We aim

- To use our Catholic beliefs as the basis for developing good values which promote respect for self and others.
- To provide a broad range of experiences which develop successful learners, confident individuals, effective contributors and responsible citizens.
- To provide a curriculum that encourages enthusiasm and motivation for learning, enabling each individual to reach the highest standards of achievement.
- To utilise enterprising learning and teaching practices which encourage self-reliance and ambition.

Overview of School Priorities 2019 - 2020

Priority 1

- Raising Attainment for all through collaborative approaches to learning and teaching

Priority 2

- Focus on equity to close the attainment gap between the most and least disadvantaged learners

Priority 3

- Improving the Health & Wellbeing of learners

Priority 4

- Promoting the Catholic Ethos

Priority 1: Raising attainment for all through collaborative approaches to learning and teaching	
<p>NIF Priority: Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.</p> <p>NIF Driver: School Improvement/ Assessment of Children's progress/Performance Information/ Teacher Professionalism/ School Leadership</p>	<p>HGIOS 4 1.1 Self-evaluation for Self-improvement 1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning, Teaching and Assessment</p>
<p>Progress and impact:</p> <ul style="list-style-type: none">• Learning rounds were successfully implemented to share good practice, to further 'leadership of learning' and develop consistency in high quality learning experiences.• Monthly staff engagement with challenge questions on learning, teaching and assessment focused on approaches to pace and challenge and the use of higher order questions. This has supported the focus of classroom observations within the Quality Assurance Calendar.• Principal Teachers of Literacy and Numeracy delivered professional learning on assessment. In- service provision provided cross - curricular workshops that engaged staff in using the benchmarks to agree standards across levels.• The Talk 4 Writing programme was fully implemented across S1 and S2 to improve CfE levels in writing and provide appropriate challenge to learners. Learners' feedback has been strongly positive.• Staff engaged with digital learning using Microsoft Teams to develop resources for home learning during the period of school closure from March to June 2020. <p>Next Steps:</p> <ul style="list-style-type: none">• Develop staff training resources to support the effective use of Microsoft Teams using the EDC digital platform and in-school trainers.• Develop learner resources using Microsoft Teams to enhance learning and teaching and promote independent learning skills.• Provide opportunities for staff to share good practice in the use of Teams.• Extend the programme of learning rounds to support practice to deliver high quality learning experiences for all learners.	

Priority 2: Focus on equity to close the attainment gap between the most and least disadvantaged learners

NIF Priority:

Closing the attainment gap between the most and least disadvantaged children.

NIF Driver:

School Improvement/Assessment of Children's Progress/Performance Information/Teacher Professionalism/Parental Engagement

HGIOS 4

- 1.1 Self-evaluation for Self-improvement
- 1.3 Leadership of change
- 1.5 Management of resources to promote equity
- 2.4 Personalised Support
- 2.5 Family Learning

Progress and impact:

- Staff within the Achievement Resource Centre (ARC) have analysed data and continued to deliver a range of targeted and universal interventions to close the attainment gap. These interventions are continuing to have a positive impact on learners who reside in areas of greatest disadvantage.
- Focused use of the school equity profile by staff to track the progress of learners across curricular areas has had a positive impact on levels of achievement in S1-S3 and attainment levels for learners in S4-S6.
- The S2 Numeracy and S3 Literacy courses were reviewed to provide differentiation within levels, with pace and challenge appropriate to meet the needs of learners and targeted parental workshops supported learning in literacy and numeracy at levels 2 and 3.
- Interventions in literacy and numeracy continue to improve learner confidence and achievement. Almost all learners including the majority identified in the equity profile are achieving at Level 4 in both literacy and numeracy by the end of S3. There is a three-year positive trend in achievement in literacy and numeracy at Level 4 and Level 5.
- There is a five-year trend in positive leaver destinations. In 2019, all leavers in areas of greatest socio-economic disadvantage moved on to a positive, sustained destination.

Next Steps

- To address learning loss, plan and implement a programme in S1 and S2 in literacy and/or numeracy for learners unable to access home learning due to circumstances, including equity.
- Develop the Supporting Learners curriculum to provide allocated study time for all to address learning loss.
- Review S3 curriculum to provide additional classes across the session in literacy and/or numeracy for targeted learners.
- Implement a targeted supported study programme, based on tracking data, to support learners' progress towards National Qualifications, with a focus on equity pupils.
- Provide literacy and numeracy support for learners affected by learning loss in the senior phase.
- Implement a targeted supported study programme across the session to support learners' progress.
- As part of the School's Education Recovery Plan, provide updated training for staff mentors involved in assertive mentoring programme.

Priority 3: Improving the Health & Wellbeing of learners

NIF Priority:

Improvement in children and young people's health & wellbeing.

NIF Driver:

School Improvement / Assessment of Children's Progress / School Leadership/ Teacher Professionalism

HGIOS 4

2.2 Curriculum

2.4 Personalised Support

2.7 Partnerships

3.1 Improving wellbeing, equality and inclusion

3.2 Raising attainment and achievement

Progress and impact:

- The Wellbeing Award at Level 5 was introduced for learners in S4 to improve levels of physical activity.
- A review of the curriculum in the senior phase has resulted in work to develop courses in Leadership, Personal Development and Mental Health.
- Partnership working delivered professional learning for middle leaders with six achieving recognition by the General Teaching Council Scotland (GTCS) with a diploma in coaching.
- Through partnership working learners in the senior phase were involved in coaching workshops to develop skills for life and support wellbeing.

Next Steps:

- Review the Supporting Learners curriculum to provide a programme on Mental Health.
- Review the senior phase options to provide opportunities for accredited course to support Wellbeing.
- Through partnership working implement a resilience curriculum to target learners at risk of underachieving.
- Implement a peer-mentoring programme for targeted learners.
- Extend the provision for Wellbeing Support and Counselling services.

Priority 4: Promoting the Catholic Ethos

NIF Priority:

Improvement in children and young people's health & wellbeing.

NIF Driver: School Leadership/ Teacher Professionalism

HGIOS 4

1.3 Leadership of Change

3.1 Improving wellbeing, equality and inclusion

Developing in Faith: Self Evaluation Document

Progress and impact:

- Strong relationships are evident across the school community between staff, learners, parents and partners.
- S6 learners participated in a residential retreat as part of the values programme in relation to service and all other year groups, through partnership working, participated in a retreat programme.
- Further development of Columba 1400 activities at school level helped to promote values across the life and ethos of the school.
- The junior and senior captaincy teams led further development of community engagement and charitable work.
- The school received the Rights Respecting Schools Award at Bronze level. This has engaged learners and enabled them to apply values in a relevant context.
- Staff have engaged with collegiate discussion on 'Promoting Gospel Values and developed approaches to developing this within curriculum areas. This work was supported by engagement and discussion around challenge questions.

Next Steps:

- Continued engagement with Developing in Faith as part of the Quality Assurance process.
- Further development of Rights Respecting Schools to achieve Silver level.

Capacity for Continuous Improvement

In spite of the challenges that emerged when schools in Scotland closed in March 2020, St. Ninian's High School under the outstanding strategic leadership of the Head Teacher clearly demonstrates the capacity for continuous improvement. Relationships built on trust, openness and communication support the strong culture of collaborative practice that drives the agenda for improvement.