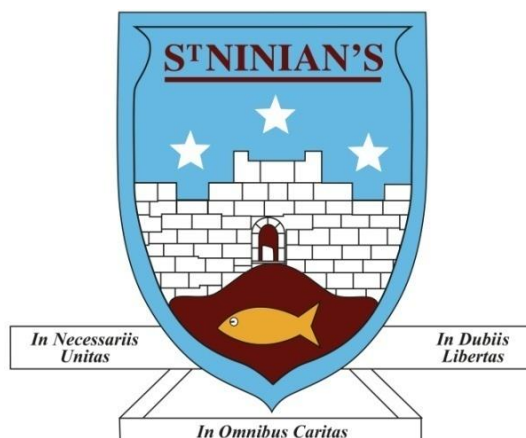


St Ninian's High School

Kirkintilloch

Standards and Quality Report

Session 2020 - 2021



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 890 in session 2020-2021. The pupils mainly come from three partner primary schools, with a number of placing requests from other schools in the authority. The school incorporates an Enhanced Learning Centre (ELR). 25% of pupils have an additional support need and 14 % of pupils are registered for free school meals. 15% of pupils are living in the most deprived data zones 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 Recovery Plan 2020 - 2021

The Council's Phased Local Delivery Plan informed the school recovery plan. It took account of the guidance from Scottish Government and Public Health, recognising the need for flexibility, due to Covid, to meet the changing context. To meet the needs of our community we established a clear rationale for our recovery plan.

Rationale

Our bespoke approach to educational recovery is designed to support the progress of all pupils and in particular those most affected by learning loss. We must ensure that our pupils are resilient, have a focus on their wellbeing but also a clear focus on their achievement and attainment in learning, to ensure that their ambitions within school and beyond are realised. Our staff, as leaders of learning, are essential to the recovery plan and their wellbeing and skills must be supported on this journey.

Priority 1

- Learning Loss

Priority 2

- Digital Learning

Priority 3

- Wellbeing and Equity

Priority 1: Learning Loss	
<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">• The strategic leadership of the Head Teacher successfully directed the approach of staff in implementing a range of measures to address learning loss.• Across all curricular areas staff have fully committed to the recovery plan targets to address learning loss due to school closure.• For pupils in S1-S3, staff within the ARC Team implemented a flexible action plan, in consultation with Principal Teachers, providing targeted input to address gaps in literacy and numeracy.• A programme of support was provided in Supporting Learners, providing pupils in S4 and S5 additional learning time to focus on SQA national courses.• An extensive programme of Supported Study classes provided universal and targeted support to meet the individual learning needs in the Senior Phase, providing reassurance and confidence to pupils.• The impact of the recovery plan was reviewed fortnightly by SMT and ARC staff to ensure that the educational provision was supporting all pupils adversely affected by school closure. <p>Next Steps:</p> <ul style="list-style-type: none">• Implement the findings of the staff consultation process in relation to 'Be the Change'. This consultation established an integrated approach to empower pupils and staff focusing on key areas identified through self-evaluation.• Further develop pupil voice in relation to their learning experience.• Continue to consult with pupils, parents, staff and partners to deliver creative approaches to further enhance our learning provision.	

Priority 2: Digital Learning

NIF Priority:

Closing the attainment gap between the most and least disadvantaged children. Raising attainment for all

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

Progress and impact:

- The strong relationships between pupils, staff and learning partners have been key to supporting learners in school and particularly during the period of school closure.
- The remote learning offer ensured that pupils across all year groups had a full timetable of live lessons delivered from January - April 2021. This benefitted all pupils but particularly supported those in the Senior Phase. Almost all parents agreed that our remote provision delivered a structured daily learning routine that was supporting progress in their child's learning.
- Parental support for our remote learning offer was overwhelmingly positive across all year groups. One aspect was the excellent weekly communication to parents by the Head Teacher.
- Pupils across all year groups strongly agreed that during remote learning they were making progress and that they enjoyed interacting with their teachers.
- To support remote learning, staff developed curricular learning and revision materials. These materials were accessed by pupils on the Teams platform.
- All staff engaged in professional learning to support Learning & Teaching. Workshops were provided by digital trainers in school and through the programme of online workshops provided by the authority.
- Pupil attendance, engagement and progress was closely monitored throughout the period of remote learning.

Next Steps

- Implement the findings of the staff consultation process on 'Be the Change' in relation to digital learning.
- Consultation with staff by the Principal Teacher (PT) Digital Learning on enhancing the learning provision through digital approaches.
- Continued development of staff digital skills, co-ordinated by the PT Digital Learning.

Priority 3: Wellbeing & Equity

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:

- Wellbeing and Equity has been at the centre of the recovery plan. The enhanced role of Guidance staff through weekly contact provided valuable support to many of our pupils and their families during the period of school closure.
- The Head Teacher, Year Group Heads and staff have led assemblies focused on Wellbeing using Teams. Almost all pupils across all year groups attended and feedback indicated how valuable these were for pupils
- A programme of three Wellbeing days were provided for S1-S3. These focused on sporting activities and wellbeing workshops for each year group.
- A resilience curriculum was successfully piloted to targeted pupils in S3. This had a positive impact on those pupils involved in supporting their wellbeing.
- Wellbeing staff and the school counsellor have provided targeted input to many pupils supporting their emotional and mental wellbeing. Forty staff have completed online training as Mental Health Ambassadors.
- The review of the Supporting Learners curriculum has resulted in a coherent programme to support mental and emotional wellbeing. This will be delivered for pupils in August 2021.
- Review of the curriculum by the ARC Team has resulted in a comprehensive programme of outdoor learning for all pupils across the BGE. This approach links wellbeing to skills for learning, life and work.
- Creation of ASN base has provide support to targeted groups of pupils in reconnecting with school.
- The Wellbeing Award has been integrated into the curriculum within Supporting Learners and PE.

Next Steps

- Implement the findings of the staff consultation process on 'Be the Change' in relation to Outdoor Learning and Mental Health.
- Implement the revised Supporting Learners curriculum.
- Further develop partnership opportunities to enhance our provision in relation to Wellbeing.

Achievements

Despite the challenges faced this session, the school community has continued to provide opportunities. The following are some of the notable features of the session.

- Mr Stone was short-listed in the “English Teacher of the Year” category at the TES Awards in June
- The “Taking the Lead” initiative using dogs to support our pupils in the ELR
- The establishment of the Well-Bean Café in school to provide opportunities for our pupils to develop skills in barista training as part of our approach to developing skills for life and work
- The launch of the Duke of Edinburgh Award at bronze level
- Achieving the Vision Schools Award
- Our involvement in the First Minister’s reading challenge, setting us off on a strong footing for accreditation as a reading school
- Our Rights Respecting Schools Podcast
- The creation of our Values Garden
- Motivation Mondays organised by our Junior Captaincy Team
- The activities organised by our Senior Captains during lent and across the session
- Sports days for S1 and S2
- Chinese culture workshops for S1
- Regular community litter picks
- Our virtual art exhibition showcasing the work of our fabulous pupils
- Lenten competitions for each year group
- Raising awareness for our chosen charities
- The Christmas hampers issued to the community in place of our Senior Citizens Lunch
- Lenten reflections that reminded us to take a step back each day
- The continued support of the Parent Council through online meetings and the work of the PTA in raising funds to support our school during a challenging year

Capacity for Continuous Improvement

Despite the challenges that emerged when schools in Scotland closed for a second time in January 2021, St. Ninian’s High School under the outstanding strategic leadership of the Head Teacher continues to demonstrate the capacity for continuous improvement. Throughout the period of school closure staff have worked collaboratively to plan ahead, to provide new and innovative opportunities for our pupils through a curriculum that is engaging, relevant and enjoyable. This drive and determination to ‘Be the Change’ is supported by the professional skills of staff but underpinned by relationships built on trust, openness and communication.