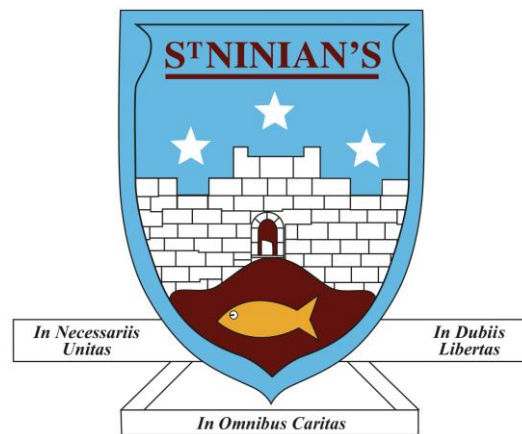


St Ninian's High School

Kirkintilloch

Standards and Quality Report

Session 2017 - 2018



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The outstanding strategic leadership of the Head Teacher in promoting a culture of learning and high aspirations and developing a belief that 'anything is possible'

1. 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 800 in session 2016-2017. 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. 19% 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 data zones in Scotland.

The recent school 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

2. 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.

- 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 which 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.



3. Priorities for 2017 - 2018

- Raising attainment through continuing improvement in the learning provision with a specific focus in literacy and numeracy.
- Closing the gap between the most and least disadvantaged learners to ensure equity for all.
- To improve the health and wellbeing of learners.
- To improve employability skills and positive school leaver destinations for all young people.
- Promotion of the Catholic Ethos.

4. Leadership and Management

- The outstanding leadership of the Head Teacher in promoting a culture of learning and high aspirations and developing a belief that 'anything is possible.' *Education Scotland Inspection 2018*
- Clear and effective systems for strategic planning for improvement. Our priorities are well judged and reflect the school's context and local and national priorities.
- Our shared values permeate all policies, procedures and the curriculum. They underpin the strong relationships clearly evident across the school and the wider community.
- The ethos of the school promotes leadership opportunities at all levels. Through ongoing reflection and professional dialogue all staff have the confidence and capacity to innovate change.
- Our shared vision has been developed and sustained through ongoing professional learning opportunities. As a result, our pupils are fully aware of the support available to enable them to achieve positive outcomes.
- All staff engage very effectively in Professional Review and Development (PRD), associated Career Long Professional Learning (CLPL) and engagement with the GTCS standards.
- Self-evaluation processes are effectively embedded at all levels to ensure that our vision of improving outcomes for pupils is delivered. Staff have a clear understanding of the social, cultural and economic context of the wider school community.

4. Leadership and Management (cont.)

- Staff at all levels undertake professional learning in leadership through in-house mentoring and training and in partnership with Columba 1400. All staff have high aspirations for pupils and encourage pupils to have high aspirations for themselves.
- There is a strong culture of CLPL through collaboration with partners including SCEL, Columba 1400 and others. Effective leadership is evident at all levels and staff and pupils are encouraged and supported to develop leadership capacities across the contexts for learning.
- Our pupils are affecting important changes within the school through their work on values, leadership roles and service to the school and its community. They share their experiences successfully with their peers and view themselves as agents for change.
- Structured opportunities for professional dialogue and consultation with staff effectively drives the agenda for change, with Principal Teachers (PTs) key to the success of this.
- SMT critically review and evaluate the progress and impact made in relation to improvement priorities.
- Detailed planning and rigorous self-evaluation is used to manage change. Self-evaluation is embedded across the school through weekly and monthly engagement with challenge questions from How Good Is Our School 4 (HGIOS). This approach has been shared across and out with the authority.
- PTs work collegiately with Insight to develop an in-depth understanding of data analysis. They have cascaded this knowledge at departmental level.
- Three members of SMT have taken on roles as Professional Learning Advocates for the GTCS and have engaged in assessment panels in relation to the Excellence in Professional Learning Award.
- In recognition of outstanding leadership and sustained improvement, we have been shortlisted for the 2018 TES Awards in the category 'Secondary School of the Year'.

5. Learning Provision

- Our extremely positive learning environment has resulted in highly motivated young people who engage well in their learning and are achieving success.
- Pupils experience a range of high quality planned activities which provide challenge and enjoyment. Pupils are motivated, engaged and active participants. Through the experiences provided for them, almost all young people are developing in confidence as independent learners.
- Through collaborative working involving all staff, the ten features of an effective lesson, have provided a framework to ensure a consistency in pupils' experiences.
- Pupil Voice across the Broad General Education (BGE) is used holistically to capture pupils' views. Almost all pupils feel that they are progressing well with their learning and get help when they need it.
- Pupils experience opportunities across the contexts for learning. Interdisciplinary learning includes opportunities such as the Stock Market Challenge and Employability. These have supported pupils to develop interpersonal and enterprise skills.
- The cluster approach to Growth Mindset is developing pupils' attitudes and responsibilities to their own learning.
- An extensive programme of extracurricular opportunities encourages pupils to achieve and develop a variety of attributes and skills in different contexts. Pupils within the Language and Communication Resource (LCR) are developing their literacy and social communication skills within the comic club.
- A range of methodologies is used effectively within lessons to meet pupils' needs. Almost all pupils are confident and aspirational about attainment and achievement.
- The school uses a range of resources and approaches to learning including Learning Wheels supporting the use of Higher Order Thinking Skills. These support questioning approaches and promote independent learning, problem solving skills and approaches to creativity.
- Digital learning has recently been enhanced through use of Glow, One Note and 'Show My Homework'. Pupil feedback indicates that these resources are a positive support.
- All pupils get regular feedback to inform progress across curriculum areas. Learner conversations encourage reflection on strengths and inform next steps in learning including target setting.

5. Learning Provision (cont.)

- Our highly effective partnership working has provided pupils with access to an extended range of learning pathways, supporting them to develop skills for learning, work and life and securing sustainable positive destinations.
- Partnership working through the Parental Empowerment Programme has allowed us to support parents overcome barriers to support their child's learning.
- Our partnership with the Celtic Football Club Youth Academy (Celtic Academy) is a very strong model of working together to deliver the best outcomes for young people.
- We have established strong communication and developed excellent working relationships with all partners. This is evident in their participation in the life and work of the school with involvement at school events.
- Our strong parental partnerships have contributed to supporting the engagement and attainment of our learners. We communicate effectively with the parent body and consult with the Parent Council on curriculum developments and improvement priorities.
- Improvement Teams have developed and shared good practice to improve pupils' experiences.
- Reciprocal visits across departments complement SMT observations to determine the quality of learning experiences.
- In the Broad General Education (BGE), the planning of learning, teaching and assessment takes account of responsibilities of all and skills for life, learning and work.
- Courses have been reviewed in line with national guidance and benchmarks. In the Senior Phase all National Qualification courses have been updated to reflect changes from SQA and to maximise opportunity for pupil attainment.
- A range of assessment approaches is used to actively engage pupils in reflecting on their progress. Pupils are assessed when appropriate using differentiated resources.
- Courses in the BGE have been developed using experiences and outcomes, based on the principles of curriculum design. Cluster planning ensures that learners experience continuity and coherence.

5. Learning Provision (cont.)

- Rigorous monitoring and tracking procedures support pupil progress. Aspiration and achievement is promoted through the integration of the monitoring and tracking system with initiatives including merit systems, house competitions, awards ceremonies and excursions.
- Pupils with additional support needs or those experiencing barriers in their learning are supported through mentoring, Pupil Support and Pupil Equity staff.
- Pupils are engaged in planning their learning through opportunities for personalisation and choice to develop literacy skills.
- Assessment approaches in the BGE have been shared with parents through workshops with parents using the literacy benchmarks to develop their understanding.
- The Supporting Learners Programme provides universal support to pupils to develop their wellbeing skills through planned activities.
- Pupil support procedures provide all staff with relevant information to support learners. Counselling support provides targeted support to vulnerable pupils as required.
- The Health and Wellbeing improvement team have supported staff in their understanding of the Wellbeing Indicators.
- The Wellbeing resource effectively delivers appropriate and targeted support to identified learners, resulting in sustainable improvements for them and their families.
- As a result of highly effective partnership work with Merkland School we have piloted an approach to integrating pupils to a mainstream learning community.
- Continued partnership working with Columba 1400 has provided opportunities for pupils to increase confidence, self-motivation, perseverance and resilience allowing them to start to realise their potential in life, work and the community.
- A whole school Wellbeing Initiative 'Growth Mindset' has been introduced to develop and improve all pupils' resilience to overcome barriers to learning and life choices. This has involved pupils, staff, parents and partners.

5. Learning Provision (cont.)

- Our pupils provide service to others across the community through their involvement in a wide range of planned activities including buddying, supporting learners with additional support needs, charity work and visits across cluster schools. There is LCR representation on the senior captaincy team.
- Learners are involved in discussions about decisions affecting them and the school community. Approaches to capture Learner Voice are well established with clear next steps shared with learners and staff.
- Emotional wellbeing has been enhanced through partnership working and workshops have highlighted issues, risks and social responsibility linked to social media use.

6. Successes and Achievements

- Analysis of data indicates improvements in our results across all measures in national examinations.
- There is a wide range of strategies used to raise attainment for all, including monitoring and tracking, assertive mentoring, extensive supported study programme and Easter school.
- The consistently high levels of attainment of all young people and in particular, the work to improve equity is raising the attainment of those young people facing additional challenges.
- Our assertive mentoring programme in S4, S5 and S6 has provided very effective support to pupils to ensure that they achieve their potential in national examinations.
- In S1, S2 and S3 almost all pupils are making good progress in their learning and this is based on three years of data from P7 - S3. This effective tracking system enables appropriate interventions to be implemented.
- By the end of the Broad General Education (BGE) in S3 almost all pupils have achieved level 3 or 4 in numeracy, reading, writing, listening and talking.

6. Successes and Achievements (cont.)

- We have developed a programme of highly effective parental workshops in literacy and numeracy in S1 and S2. These interactive workshops have engaged parents with curriculum content, methodologies in numeracy and the literacy benchmarks to enable them to support their child's learning and progress.
- There is an increasing trend of attainment in literacy and numeracy for S4 pupils achieving levels 3, 4 and 5 with almost all achieving level 3. There is a positive trend for S5 and S6 pupils in literacy and numeracy with almost all outperforming our virtual comparator at both levels 5 and 6.
- An increasing number of pupils who live in the 30% most disadvantaged data zones across S4, S5 and S6 are leaving school having achieved level 4/5 in literacy and numeracy.
- Our success in developing numeracy across learning, and our innovative parental engagement programme have been recognised nationally, providing opportunities to share practice with other schools at local, partnership and national events.
- An increasing number of learners are being recognised for a wide variety of achievements including music, sport, community involvement and young writers across all stages through award ceremonies.
- Pupils continue to develop and apply a range of skills through participation in a variety of activities to exercise responsibility and to contribute to the school community. This includes participation in community events, extra-curricular activities, CARITAS, Columba 1400 Leadership and charity work.
- We have extended the range of pathways for learners to develop skills for learning, life and work across the school including opportunities to achieve a variety of accredited awards e.g. Bikeability.
- Pupils in the LCR are developing as effective contributors through active participation in the pupil council and sports council.

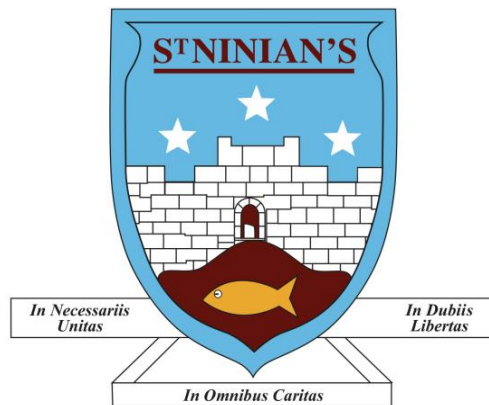
6. Successes and Achievements (cont.)

- Through Pupil Equity Funding we have established an Achievement Resource Centre (ARC) as part of our strategy to close the poverty related attainment gap. Our equity plans have been shared nationally by Education Scotland.
- Consistently high levels of attainment of all young people and in particular, the work to improve equity is raising the attainment of those young people facing additional challenges.
- Our average positive leaver destination figure is 97% over the last 4 years. All leavers in the 30% most disadvantaged data zones in 2017 moved on to a positive destination.
- At the UK Junior Maths challenge S2 and S3 pupils were successful achieving bronze and silver awards.
- Targeted intervention in reading skills and numeracy has resulted in significant improvements in reading age for almost all S2 pupils and for all S1 pupils in numeracy.

7. Summary

St. Ninian's High School clearly demonstrates the capacity for continuous improvement. The outstanding strategic leadership of the Head Teacher and his approach to distributive leadership, built on trust, openness and communication was recognised in the recent inspection report as a major strength, as was the outstanding commitment of all staff to developing their leadership capacity.

Professional learning and highly positive, supportive relationships across the school underpin all that we do. As a school we are aware of the cultural and socio - economic needs of our community and acknowledge the right for all to succeed regardless of their background. We are committed and driven to delivering excellence and equity for all our young people.



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