

# BARRHEAD HIGH SCHOOL



## PUPIL STANDARDS AND QUALITY REPORT 20/21



# OUR VISION

Barrhead high school's vision statement:

"Barrhead High will provide a safe environment in which pupils, staff and parents feel valued, respected and included. We aim to deliver a high quality learning experience for all which will motivate pupils to aim for and reach the highest standards of attainment and achievement within their potential."



# Introduction

**Barrhead High School** continually strives to ensure that we work collaboratively to drive improvement. We are fully committed to ensuring that everyone is attaining, everyone is achieving through excellent learning experiences.

Pupil voice and learner participation is at the heart of our self evaluation process and plays a crucial role in our school improvement.

This report has been compiled by our Student Council. This year has seen the restructure of our Student Council to include five main branches which has encouraged all learners to use their voice to contribute to the life of our school. Our branches include:

- Learning and Teaching
- Equalities
- Rights Respecting
- Health and Wellbeing
- Eco

Pupils have taken on leadership of these branches and have worked hard to ensure equality and that the work of the branches have been inclusive and representative of all learners thoughts and opinions. The work of these branches has been in support of our school, national and local improvement plans.

This year has seen learners face many challenges throughout periods of remote and blended learning. They have demonstrated resilience and a growth mindset. This report evaluates the work carried out by our branches and shares the next steps planned for next year.



# How Good Is Our School (HGIOURS)

HGIOURS is an evaluative tool produced by Education Scotland for learners to use in the evaluation of their experiences. The themes included in the tool are as follows:





# Our relationships

This theme is about how well everyone supports each other to work, learn and achieve success in your school. It is about the quality of relationships amongst pupils and between pupils and the adults who work with children and young people as part of your school community. This is an important theme because the relationships you have with the people around you are likely to have a big impact on how you all feel about school.

# Equalities

## Posters on Display

The group have introduced posters which are now displayed across the school. Pupils identified this as a way of communicating some thoughts and feelings of our LGBT+ pupils. These posters display different thoughts and feelings surrounding homophobia, acceptance and coming out. This helped to highlight and support pupils in understanding others negative experiences and has encouraged healthy conversations between learners. The majority of pupils surveyed agreed that the introduction of the posters has had a positive impact on pupils understanding and acceptance of all.

## Purple Friday and LGBT+ History Month

Learners had planned to run a fundraising day this year (2021) on Purple Friday – the last Friday in February (LGBT+ History Month) due to lockdown this could not happen. Instead a video of staff was created to show inclusion, equality and support for the LGBT+ community. A virtual Bitmoji classroom to share resources and information across the school. To mark LGBT+ History Month a display recognising LGBTQ+ community icons, key dates regarding Stonewall and the legalisation of same sex marriage was created. The resources pupils used to create this were produced by Tie campaign. Mostly all in the pupils and staff surveyed when asked about the impact of the display reported that they found it very informative and that they now recognise some of the negative experiences of others.

## Building Partnerships

An equalities twitter page has been set up and has been used effectively to build a strong network with other equalities groups in schools across the UK. Pupils have identified both the strength and the potential benefits of working collaboratively and have considered this in their forward planning for the work of the group.

## Rainbow Day

Pupils have planned whole school activities to celebrate Pride 2021. The day will involve pupils dressing in bright rainbow colours to show respect and acceptance of one another. Money raised will be in aid of LGBT Youth Scotland.

## Next Steps

- Learners would like to celebrate a variety of recognition days such as International Women's day amongst others
- Learners plan to continue their work on a series of LGBT+ lessons for S2 PSHE and implement these
- The group will begin working towards achieving LGBT+ Charter status which they hope to achieve over the next few years



# Our examples

Posters made by equalities group (2021)



Bitmoji class for LGBT History month 2021



## Theme 2



# Our learning and teaching

This theme is about how well everyone in your school is supported to learn and achieve. It focuses on the importance of effective learning and teaching, having quality resources and the range of learning opportunities your school provides.

# Learning and Teaching

## Staff Teaching and Learning Group

- Student Council members prepared and presented a presentation on learning and teaching. They led this via google classroom and talked about things they found most enjoyable about their learning experiences. This was before and during the most recent lockdown. They also shared their concerns regarding their learning experiences and provided suggestions for teaching staff to consider in order to improve learner engagement. All staff reported on how informative the session had been and as a result teaching.

## Feedback Fridays

- During lockdown Feedback Fridays were introduced, we carried this out during both remote and blended learning. This gave pupils the opportunity to let staff know what they liked and didn't like through the use of google forms. This means it was easy to access and it was an effective way to gather feedback. This feedback was shared with staff on a weekly basis.

## Learning Ambassadors

- A learning ambassador training programme was set up and delivered to a group of S3 pupils. A workshop was delivered remotely via Google Classroom by a link Senior Education Officer from Education Scotland. The purpose of the workshop was to help pupils understand what an effective learning observation should look like and how to use evaluative language effectively when providing feedback. As a result of this pupils are more confident on evaluating and giving feedback following lesson observations.

## Standards and Quality Report

- Learners worked collaboratively to complete this standard and quality report by using activities carried out by pupils and feedback received throughout the year to evaluate people's experience and contribute to whole school improvement. This report will be shared with all stakeholders.

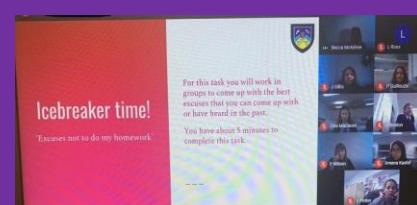
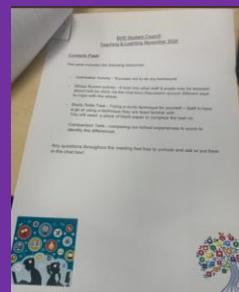
## Next steps

- All branch facilitators established and branches fully up and running, effective branch and whole Student Council meetings
- Continue to build capacity of the Student Council particularly in the areas of HWB and Eco. Work towards obtaining a green flag award. Work of the RRS branch focused on preparing for re-accreditation of Rights Respecting Award.
- Learning Ambassadors to use their knowledge and skills developed to train pupils in next years S3 cohort. Continue collaborative partnership with WHS. Pupil learning visits to be included as practice and has been identified as sector leading.
- Pupils to continue to use HIGIOURS as an evaluative tool to contribute to whole school improvement of learning and teaching.
- Pupils to write Standards and Quality report.
- Continue to work with CLD partners to create opportunities for pupils to continue use their voice on community, national and world issues.
- Increase Student Council numbers



# Our examples

## Staff Teaching and Learning led by Pupils Nov 20



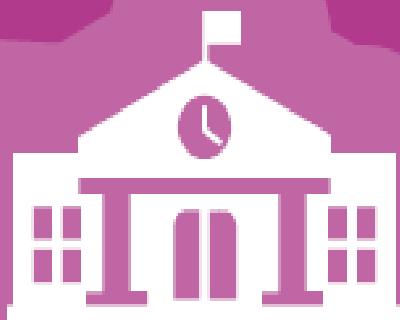
## EdScot Learning Ambassador Workshop Apr 21



## Learning Ambassador BGE Learning Visit Day Jun 21



## Theme 3



# Our school and community

This theme is about how you feel about your school as a place of learning. This can include what your school looks like, how easy it is to move around it and whether it has the facilities and resources you need to do well. This theme also supports you to consider how well your school connects with the local community.

# Rights Respecting School

## Community Food Bank Collection

Pupils organised a food bank appeal in December. They advertised the appeal by creating a video which was shared on the school website and social media. The pupils collected donations from other pupils and staff around the school, leading to a highly successful appeal. Our collection was donated to Trussell Trust Foodbank, which supports our local community and beyond. Being involved and contributing to the foodbank collection has a positive impact for pupils as they get the opportunity to volunteer and help others. It also has a significant impact on the wider community as our donations meant that families in our community received help and support at a time when they needed it the most. This year has been extremely difficult for many due to the pandemic.

## BGE Rights Respecting Online Event

During lockdown, pupils planned and created a Rights Respecting activity for S1 and 2 pupils to complete during a well-being afternoon. Activities included a Rights virtual treasure hunt in Bitmoji classrooms, a photo challenge showing examples of pupils living their rights in their community and a Rights Respecting Kahoot. Pupils in S1 and S2 completed this activity and gained more knowledge about the rights they live each day. Pupils reported that they enjoyed the afternoon of activities and that it helped remind them about the articles within the Childrens Charter.

## Next Steps

- Barrhead High School is a Gold Rights Respecting School. Pupils will work collaboratively with staff to pursue reaccreditation of their award.
- The Rights Respecting Group will plan more activities to inform their peers about the rights they have and highlight the different ways we live our rights.
- Plan and deliver BGE science lesson with a strong rights focus
- Plan and deliver a RRS transition lesson



# Our examples

## Food bank Appeal Dec 20



Barrhead High School  
@BarrheadHighSch

It was a privilege to drop so much to the foodbank in these difficult times. Thanks to our whole school community, and the @BHSRRSA for organising. We know @glasgowswfood appreciated it. Well done all #RaiseTheBarr



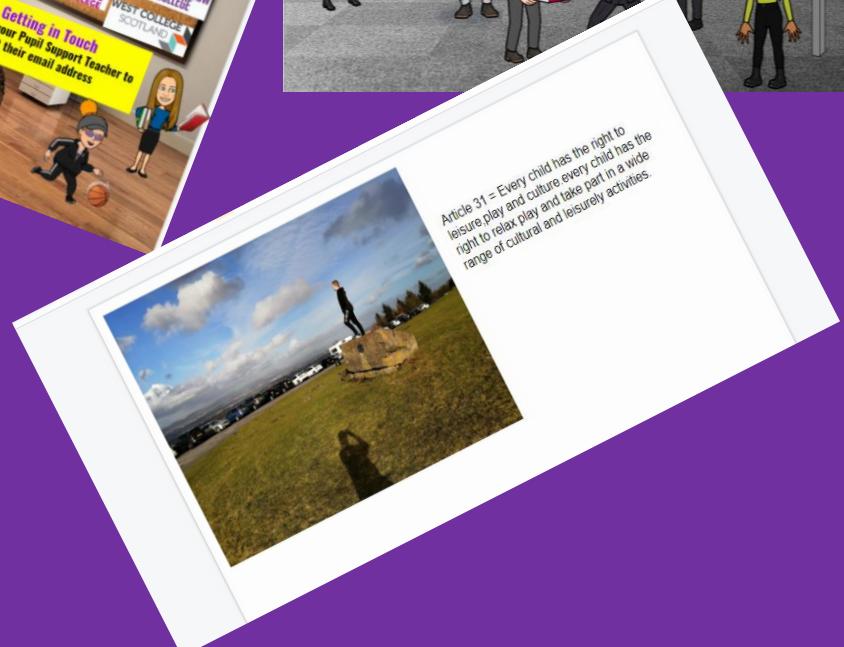
## BGE Rights Respecting Online Activity Afternoont

**Rights Respecting Treasure Hunt!!**  
Please use the table below to fill in the rights:

	Where did you find this article?	What is this right? For example, you have the right to rest and play
Article 3	PE dept classroom, whistle	Adults must do what is best for me.
Article 4	Pupil support classroom, plant	The government should make sure my rights are respected
Article 7	Science classroom, Teacher with a stack of books	I have the right to a name and to belong to a country.
Article 8	PE dept classroom, calendar	I have the right to an identity.
Article 11	Pupil support classroom, clock	I have the right not to be taken out of the country illegally.
Article 12	Science classroom, teachers next to the table	I have the right to be listened to and be taken seriously.
Article 14	Science classroom, right to my own opinions	I have the right to my own opinions.
Article 15		



Article 31 – Every child has the right to leisure play and culture every child has the right to relax, play and take part in a wide range of cultural and leisurely activities.



## Theme 4



# Our health and wellbeing

This theme is about how well your school supports you to develop healthy attitudes and behaviours, positive self-esteem and confidence. It focuses on how well you are learning skills and knowledge to make informed choices, to take responsibility and respect others. It encompasses everyone being included in all aspects of your school, and celebrating and valuing differences.



RIGHTS  
RESPECTING  
SCHOOLS



GOLD - RIGHTS RESPECTING

### ARTICLE 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

# Health and Wellbeing

- **Mental Health Awareness and Support**

- This year we focused a lot on mental health, especially during the covid period. Many people have needed help when coping with being in isolation, and the mental health training helped staff cope with their own problems and the problems of others. Students feel free to talk to any teacher that they feel comfortable with whether that be a pastoral teacher or a class teacher. The teachers encourage and help us to develop our own coping mechanisms that will help us with our mental health.

Due to restrictions a number of planned activities had been postponed and will form our next steps moving forward.

## Next Steps

- The senior pupils will plan a HWB day. This will focus on, and cover three themes - **'Workload'**; workshops on Managing Stress, Reducing Anxiety and Building Confidence in relation to Study and Exams. **'Lifeload'**; encouraging pupils to take some time out from the pressures of both school and life and simply enjoy doing something for themselves. **'Share The Load'**; an afternoon tea, encouraging conversation, mingling, and full engagement alongside vulnerable members of the community.
- Training to create **Mental Health Ambassadors** within the senior school – this has been planned alongside Carolynne McKendry from ERC and the bid for School Funds which was written by senior pupils was successfully. This work will continue in August
- The **Mental Health Awareness Days** have been led more recently by the National 5 Mental Health Awareness class. The HWB branch would like to encourage the pupils in this class to become involved with student council and work collaboratively to organise events.
- **'The Connect Café'** which has previously been trialled successfully. It was intended as a drop in session to enable pupils and staff to 'connect', share their worries, or just feel less isolated. Pupils will look at further developing this idea



# Our examples



This is a small sample of some of the information shared during lockdown to help support us.

## Theme 5

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# Our successes & achievements

This theme is about how well your school supports everyone to have opportunities to develop interests, skills and talents both within the classroom and beyond the classroom and school. It focuses on how well everyone achieves success and children's and young people's understanding of why skills are important now and for jobs in the future.

# Our Successes and Achievements

## How are our successes and achievements celebrated?

Everyone in our school has opportunities to be able to develop a variety of different interests, talents and learn new skills. We understand how getting involved in a range of activities helps us contribute to our school community in a positive way.

In our school, we recognise and celebrate all sorts of achievements. Pupils feel appreciated and recognised when they try hard to learn a new skill or train hard to achieve a new level in their chosen interest.

Successes are celebrated in a multitude of ways. For example, pupils of the month are selected from every faculty. The certificates are emailed to students and their parents/carers. This promotes positive and consistent communication between staff and families. Our school merit scheme recognises and celebrates positive contributions made by all pupils.

## Some highlights of our achievements this year ...

- Three Senior learners participated in the Mark Scott Leadership for Life award for the first time, involving a community project working in partnership with St. Luke's High school. The course provided the young people with opportunities to develop their confidence, resilience and mental wellbeing. Feedback from the young people is positive and we now hope to secure spaces annually.
- Three of our pupils were successful recipients of Convener's awards this year. The virtual live event allowed a wider audience within the community to celebrate these outstanding achievements.
- The S6 Anti-Bullying Ambassadors helped the S1-3 pupils and promoted positive behaviour across the school.
- Twenty of our 5/6th year pupils completed a first aid course delivered by partners from the local community. An online evaluation shows that the course was excellent and made young people more confident in providing first aid.
- An S4 pupil was successfully selected to join the Scottish Youth Panel Education Recovery Group
- Two of our pupils have been working with the Scottish Youth Parliament
- One of our S4 girls represented her country for the third time in U17s Football

## Next Steps

- Student Council will work on further developing links with external partners to create opportunities to further positively contribute in our community
- Pupils will review the school merit scheme and contribute their thoughts and opinions to lead further developments and change.



# Our examples

Kira in S6 has been selected from 170 applicants across Scotland, ranging right up to 26 yr old adults, to participate on the [@sportscotland](#) Young People's Sports Panel. Thank you to [@missmcardle1](#) and all the [@Barrheadpe](#) staff who have supported Kira over the years [#RaiseTheBarr](#)



Huge congratulations to Cerys in S4, who has been selected to sit on the Young Scot Education Recovery Panel. This is an outstanding achievement: Cerys has been committed to rights education for years, and is an excellent candidate! [#RaiseTheBarr #PupilVoice](#)

