

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."



BARRHEAD HIGH SCHOOL



AT THE  OF OUR COMMUNITY

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 the work of the branches is inclusive and representative of all learners views.

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:

Theme 1:	Our relationships This includes friendships, relationships with teachers and other adults who support us, opportunities to influence things, equality and fairness, ethos and culture, feeling supported and cared for.	
Theme 2:	Our learning & teaching This includes the curriculum, the quality of learning experiences, the range of teaching approaches and access to high-quality resources for learning.	
Theme 3:	Our school & community This includes the facilities and environment for learning, availability of digital technology, the range of equipment for play and physical activity and ensuring everyone has good access to what's available. It also includes having positive links between our school and our families and with partner organisations in our community.	
Theme 4:	Our health & wellbeing This includes access to good quality nutritious food as well as support for our emotional wellbeing, mental health and physical wellbeing.	
Theme 5:	Our successes & achievements This includes opportunities for achievement in our school and in the community, being able to achieve the best possible progress, awards and qualifications, skills for employment and lifelong learning.	

Theme 1



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.



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GOLD – RIGHTS RESPECTING

ARTICLE 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Equalities

Posters on Display

The group have created posters which are now displayed across the school. Pupils identified this as a way of communicating some thoughts and feelings of our LGBT+ pupils surrounding homophobia, acceptance and coming out. This helped to highlight and support pupils to understand others experiences and has encouraged positive 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

We 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 was also created. To mark LGBT+ History Month a display recognising LGBTQ+ community icons, key dates regarding Stonewall and the legalisation of same sex marriage was created. Mostly all of the pupils and staff surveyed when asked about the impact of the display reported that they found it very informative and that the posters promoted understanding and tolerance.

Building Partnerships

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

Rainbow Day

We planned whole school activities to celebrate Pride 2021. The day involved pupils dressing in bright rainbow colours to show respect and acceptance of one another.

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
- The group will begin working towards achieving LGBT+ Charter status



Our examples

Posters made by equalities group (2021)



Bitmoji class for LGBT History month 2021



Display for LGBT History Month 2020

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.



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GOLD - RIGHTS RESPECTING

ARTICLE 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

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 what they found enjoyable about our learning experiences. We also provided suggestions for teaching staff to consider to improve learner engagement. In response to feedback, staff across the school attended digital training sessions to minimise disruption to learners throughout the session, and to ensure our digital approaches were sector leading.
- We also lead their own and others' learning whilst working remotely. Virtual fitness sessions and a Barrhead Travels walking competition were also organised and delivered by learners to promote wellbeing during lockdown. Further leadership opportunities included the S3 Digital Leaders creating and leading training for all S1 pupils to provide digital support.

Feedback Fridays

- During lockdown Feedback Fridays were introduced. This gave us the opportunity to let staff know what they liked and didn't like through the use of google forms. 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 us to understand what an effective learning observation should look like and how to use evaluative language effectively when providing feedback. As a result of this we are more confident on evaluating and giving feedback following lesson observations.

Standards and Quality Report

- We 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.

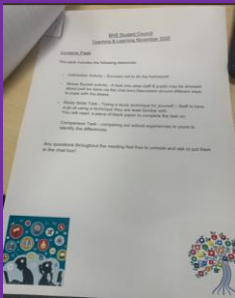
Next steps

- Increase numbers participating in Student Council
- 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.
- 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 partners to create opportunities for pupils to continue use their voice on community, national and world issues.



Our examples

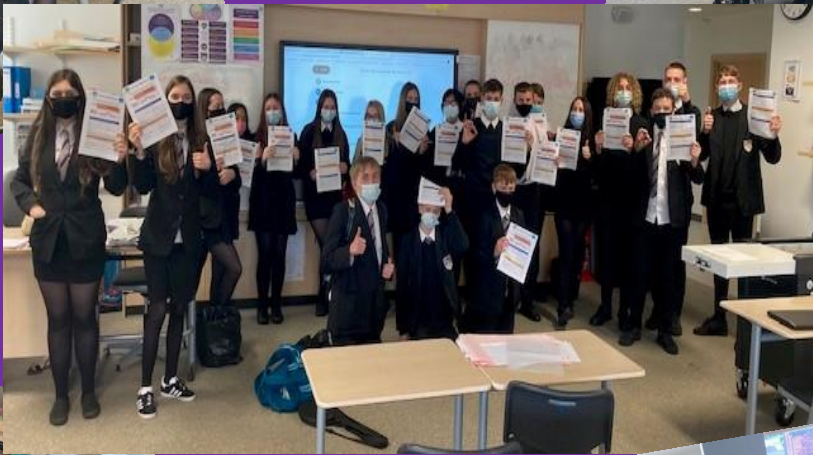
Staff Teaching and Learning led by Pupils Nov 20



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.



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GOLD – RIGHTS RESPECTING

ARTICLE 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Rights Respecting School

Community Food Bank Collection

- Pupils organised a food bank. They advertised the appeal by creating a video which was shared on 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 had a positive impact as we had 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.
- The Wear it Pink day raised awareness and celebrated our school values. The community raised £1,200 and provided opportunities for us to develop our skills.

Rights Respecting School

- During lockdown, we 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.
- The Scottish Parliament and UWS recognised our commitment to Holocaust Education and our achievement of Vision Schools Level 2.

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.



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

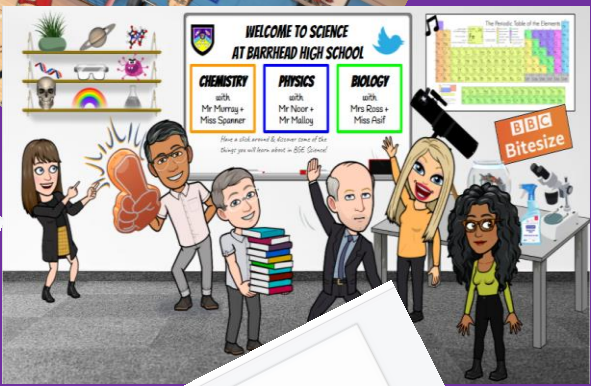
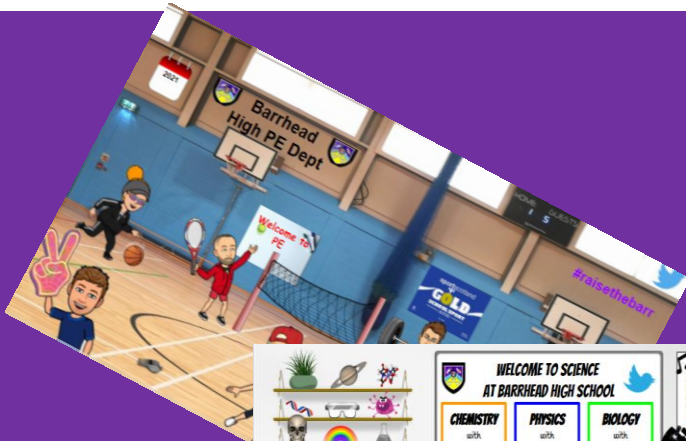


BGE Rights Respecting Online Activity Afternoon

Rights Respecting Treasure Hunt!!

Please use the table below to fill in the rights:

	Where did you find this article? For example, you have the right to rest and play. For example in the primary school playground on the desk	What is the right? For example, you have the right to rest and play. For example in the primary school playground on the desk
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, ...	I have the right to be listened to and be taken seriously.
Article 14





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.



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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.

Healthy and nurturing environment

- Scottish Parliament in an Early Day Motion recognised an innovative 'breakfast cart' pilot to ensure a positive start to the school day for all learners.
- Outdoor learning was a priority this year. Staff planned regular outdoor experiences, working with our partners to develop relationships, promote wellbeing and support our young people to make connections with the real world outside the classroom. For example, a range of team building activities were organised for S1, S2 and S5. Learners reported that the experiences had a positive impact on their wellbeing and developed their skills. S1 and S2 learners also achieved a Dynamic Youth Award.
- Barrhead High secured funding from Keep Scotland Beautiful. As part of the project, sustainability was embedded across the curriculum.
- Our Nurture and S3 DoFE groups worked with Dunterlie residents to support our community to develop and maintain the local allotments.

Next Steps

- The senior pupils will plan a HWB day. This will 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
- The **Mental Health Awareness Days** has 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 trialled successfully, 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

If you are struggling, please remember you are not alone. There are so many people out there who can offer support - they are waiting to listen to you. Don't be afraid to reach out.
[#MentalHealthMatters](#) [#YouAreNotAlone](#)

If you're worried about going back to school, [@DekkoComics](#) can help! They have created a FREE comic exploring some of the worries you might have. Hit the link to access the free online version!
[#MentalHealthMatters](#)
[#WellbeingWednesday](#)

Mental Health & Wellbeing (Free) — Dekko Comics
[dekkocomics.com](#)

Keep your eyes on The Base Twitter page this week for lots of different ways that you can [#ConnectWithNature](#) for positive mental wellbeing!
[#MentalHealthAwarenessWeek2021](#)

BarrheadSupport... · 10/05/2021

It's [#MentalHealthAwarenessWeek](#) and the support dept are loving the nature theme! 🌱🌻🌼🌺🌾 Did you know that [#Nature](#) can support good mental health?

Fabulous graphics from [@BelievePHQ](#) with top advice on how to get yourself set up both physically and mentally for remote learning. Lockdown 2 - we've got this! [#RaiseTheBarr](#)

'Educate Yourself' is our [#doonething](#) for [#WorldMentalHealthDay](#) today! So proud of the Nat 5 Mental Health Awareness class who created a whole school lesson, delivered by staff this morning. Some great info, surprising facts & top tips which generated some brilliant discussion!

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

Theme 5

1

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.



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GOLD – RIGHTS RESPECTING

ARTICLE 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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 months 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. 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.
- 20 of our S5/6 learners completed a first aid course delivered by partners from the local community. An online evaluation shows that the course and helped young people feel 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
- A virtual Careers Fair was organised for senior phase learners. The opportunities supported our young people to consider a range of careers and the skills required for them.
- With restrictions in place, staff were still able to offer 27 lunchtime clubs to young people in S1-S3 with around 70-90 pupils participating daily. Learners shared the activities had an impact on the wellbeing and provided opportunities to develop relationships, be active and feel included in the community.
- A group of S2 students also successfully completed the Clyde Valley Industrial Cadet Bronze Award. The group generated innovative ideas around plastic packaging and sustainability

Next Steps

- Student Council will work on further developing links with external partners to create opportunities to contribute to 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



S1 PUPIL OF THE MONTH
May

Maths Olivia F Ethan M Ella F Sophia C Ethan M Adam F	PE Kieran B Lyla W Colum B Anya E Ally C Michael B	
French Cory MS David A	Science Kieran B Hannah M Hollie N	BACS Muir M Sara H Ava M
English Abigail TL Ella F Austin G Hannah W Benika K	Art Myla O Lyla W	HE Lyla W Hayleigh C
Geography Alexander E Danielle S Ella F	Music Max B Kayla C Albie O	D&T David H Zachary B Sara H Jane D

Barrhead High School
at the heart of our community



National Diversity Awards 2021
Celebrating Unity in Society

CONGRATULATIONS
KIRA HENRY

YOU HAVE BEEN NOMINATED FOR THE 2021
POSITIVE ROLE MODEL AWARD

www.nationaldiversityawards.co.uk
#NDA21



Barrhead High School
@BarrheadHighSch

Our 3 Convener's Award winners are in the video below. Well done to Soroush in S3 on his Advocacy award, and Callum in S5 and Ross in S6 for their Outstanding Achievement in Sport. #RaiseTheBarr Congrats to all the young people across ERC!



Barrhead High School
@BarrheadHighSch

Well done to our S3 DofE group who were presented with their Bronze awards today. Well done all, and thanks to @ercyps Paul and Andrew for all their leadership, help and support 🏆🏆🏆



How did we do with attainment?

We celebrated our best results despite a challenging year.

S4 5+ National 5 passes

2019	2020	2021
60%	65.5%	65%

S5 3+ Higher passes

2019	2020	2021
35%	46%	55%

S5 5+ Higher passes

2019	2020	2021
20%	23%	25%

S6 3+ Higher passes

2019	2020	2021
48%	45%	57%

S6 5+ Higher passes

2019	2020	2021
36%	37%	45%

S6 1+ Adv Higher passes

2019	2020	2021
17%	20%	22%

Leavers Initial Destination

	2017/18	2018/19	2019/ 2020	2019/20 Virtual		2019/20 ERC
Positive Dest	93.3%	94.3%	95.8%	95.8%	95.8%	96.2%

Positive destinations increased by 1.5% from last year, 4.5% the year previously and is in line with our virtual comparator. We will continue to target learners and as part of the PEF funding will be introducing Positive Pathways Mentoring programme. |