



ST. NINIAN'S HIGH SCHOOL, GIFFNOCK

S1 Parental Focus Group Minutes

<p>DATE of MTG: 10.01.09 PLACE: Staffroom TIME: 7.00p.m.</p>	
Agenda & Minutes	Action
<p>Where you aware of all the areas and stages which were carried out in the transition process.</p> <ul style="list-style-type: none"> • Most of the parents were aware of most of all of the transition process steps. • Their son/daughter had particularly enjoyed the curricular visits and the exposure to the various subjects. • They felt that the communication between St. Ninian's and the associated primaries was excellent. • Parents also remarked that their children had talked about who had visited the school and what they had discussed. • One parent remarked that involvement of the S6 sport leader working with different stages in the primary had also made an impact. • The parents all felt that the curricular visits and the induction day provided a firm grounding for preparing pupils to attend St. Ninian's. <p>Do you feel your son/daughter was well supported as they made the transition from primary to secondary?</p> <ul style="list-style-type: none"> • All parents felt that their children were well supported through the transition programme. • All parents felt they had no concerns and that their children were ready to come to St. Ninian's with the help of the preparation provided by the primary/secondary transition 	

<p>programme.</p> <ul style="list-style-type: none"> • Only one concern was raised and that was the length of time taken this year for class lists to be issued to the primaries giving an indication of which classes their children were in and which friends they were with. • One parent felt that pupils' social groups were central to pupils settling but also felt that pupils made friends quickly. • Parents were very happy in the way friendship groups were made up as most of the friends were in the same class. <p>Is your son/daughter involved in extra curricular activities both in or outside school?</p> <ul style="list-style-type: none"> • A number of parents listed off a number of extracurricular activities in which their children are involved. • All parents appreciated the commitment of staff not just for their commitment to teaching but also for the wider life of the school. • Parents mentioned that although the school offered such a varied choice in extracurricular activities their child's involvement in clubs outside the school was to allow continuity with friends. • Parents were very grateful for the wide variety which was offered. <p>Does your son/daughter enjoy learning at school?</p> <ul style="list-style-type: none"> • Overwhelmingly parents felt their children were thriving and were really enjoying all the subjects they were studying. • Parents discussed news quizzes in modern studies, recipes from home economics, experiments from science and games design in computing. 	<p>K. Ross explained that the authority took time when deciding on placing requests last session which led to class lists being issued to primaries quite late on.</p> <p>M.C. Martin, P.E. probationer, gave some details of the activities on offer and of the commitment of staff involved</p>
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- Parent also felt that their children were learning to manage the organisation that was required to study all their subjects.

Is your son/daughter progressing in their learning since they moved to secondary? Are there areas where you would like to see further progress being made?

- Parents felt their children were fully engaged and continued to build on the progress they were making.
- Parents felt that their children continued to develop a wide range of skills and were building on a strong foundation.
- One parent discussed looking ahead and did the school monitor progress in relation to *results/sex/teachers* as they were aware that in the press there were discussions regarding the gender gap.

- One parent felt that the school supported all *pupils'* needs extremely well and that the school *catered* for all pupils with all abilities.

Do you feel there has been continuity when moving from primary to secondary?

- Nearly all parents felt that there was excellent continuity.

K. Ross discussed the rigorous assessment that pupils went through and the constant monitoring of progress. This identified where support was needed and put in place. He also described the self-evaluation process through which pupils go in courses and programmes throughout the school and that the use of focus groups, surveys and questionnaires again helped identify whether there were issues regarding gender and other areas requiring a focus. This process also allowed us to be confident in not changing things that were going well.

- Parents felt there was a greater increase of homework. One parent felt that their child was quite overwhelmed to begin with.
- Another parent disagreed and felt that their child had a well balanced life building school homework and leisure time into their day.
- Another parent felt their child had great respect for the school and that when they came home homework was a priority.
- One parent talked about finding a balance and noticed that their child using their diary to plan ahead.

Do you feel that the S1 curriculum supports and challenges your son/daughter to develop themselves fully?

- All parents agreed that this was the case.
- Parents felt that the variety of subjects challenged their children and pushed them on to do well.
- One parent discussed the skills that each subject instilled in their child and how learning at home had been regularly discussed.

Do you feel that in relation to what is been mentioned in the press that St. Ninians were getting it right with what it offered to young people.

- One parent described all the things curricular and extracurricular the school offers in its model and that how it developed the overall pupil.
- One parent said she was annoyed at how people felt that St. Ninian's only supported the high flying students. St Ninian's does so much for all pupils no matter ability or level.

The general consensus was that the level of homework was about right and that most difficulties came about from pupils managing the change from P7 to S1 and the resultant increase in the number of teachers.

One parent noted how difficult it was to fit all subjects into the timetable. K. Ross described the rota system of social subjects, practical subjects and business studies.

<ul style="list-style-type: none">• A parent described how his child had been treated as an individual with enormous positive support being given to that child that had enabled the pupil to settle into the school in a way he didn't think possible.• A parent raised the matter of choice of subjects and whether his child could change choice if it was felt appropriate	<p>K. Ross gave an overview of the preparation undertaken for the choice exercise and obtained the feedback given by pupils for the appropriate pace and challenge of courses to be the central reason for undertaking choice in S1. He reassured all parents that changes can be made during or at the end of S2 and that the small number of changes normally seen is due to proper preparation and ensuring pupils follow appropriate courses at appropriate levels.</p> <p>P. Marshall gave more detail of the support given by Pastoral Support in this process.</p>
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