

St Ninian's High School

Pupil Standards and Quality Report 2018-2019



Thinking

Leadership

Employability

Employability

Creativity

Health and Wellbeing

Literacy

Numeracy

Digital Learning

Introduction

St Ninian's High school is fully committed to continuous improvement and the authority vision of Everyone Attaining, Everyone Achieving through Excellent Experiences. Our Pupil Standards and Quality Report has been structured to provide a summary of progress over the academic school year 18-19 from the pupil's perspective. Pupils will provide examples of how in their view as a school we have achieved success in meeting the priorities of the School Improvement Plan, as well as providing an overview of some of the experiences that pupils have been involved in. Pupils will respond to their experiences linking to the following How Good is OURS themes:

(Thinking)

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.

Theme 1 – Our Relationships

Our purpose as a group was to evaluate the quality of the relationships in our school. We tried to achieve this through various means. Firstly we produced a survey that was issued to a sample of pupils in order to get a snapshot of the views and feelings of our pupils. Secondly we carried out an inspection of school literature from the Website, Twitter and from around the school. This allowed us to gauge how well the school promotes positive relationships between staff, pupils and parents. Finally we carried out an interview with a Principal Teacher of Pastoral Care. The purpose of this was to understand the procedures for raising concerns and ensuring that all pupils feel safe and supported.

Pupil Survey

The How Good is OUR School document from Education Scotland contains features of highly-effective practice. We used these features to produce a survey that could be issued to a sample of pupils from S1-S3. The idea being that we could assess our school against these standards to identify areas of strength and weakness.

The survey was made up of 20 questions like the example shown below and was made using Microsoft Forms.

A small number of pupils from S1-S3 were surveyed and the results were collated

Areas of Strength

We tried to look at areas that we felt came across very strongly in the survey. Some of these are shown:

2. All pupils have opportunities to make friends and feel part of a group



■ Agree ■ Not Sure ■ Disagree

15. We are encouraged to take responsibility for our own actions and relationship



■ Agree ■ Not Sure ■ Disagree

11. Staff and pupils set high expectations for behaviour in our school



■ Agree ■ Not Sure ■ Disagree

7. Young people's rights are important in our school Chart Title



■ Agree ■ Not Sure ■ Disagree

Theme 1 – Our Relationships

Areas for Improvement

20. Negative situations or events are dealt with privately and fairly



■ Agree ■ Not Sure ■ Disagree

3. Everyone in our school feels respected and no-one feels discriminated against



■ Agree ■ Not Sure ■ Disagree

12. Everyone shows respect to each other



■ Agree ■ Not Sure ■ Disagree

10. Everyone feels able to go to a trusted adult for help and advice even about sensitive



■ Agree ■ Not Sure ■ Disagree

Analysis

Our survey shows some pupils still find it challenging to speak about sensitive issues. The reason why they don't want to speak to adults could be that they are not sure how to raise the topic or that they are embarrassed. We understand we have only asked a very small percentage of the pupil in the school, so going forward we would like to work on this and also ask more pupils. We are working with the pupils surveyed to implement better ways for them to raise issues.

The majority of the pupils surveyed feel welcome and are confident with making friends. They also feel the school cares about their rights and they know high standards are expected.

We are aware that this survey is only a small snapshot and more information would be needed before deciding on how to strategically move forward.

Next Steps

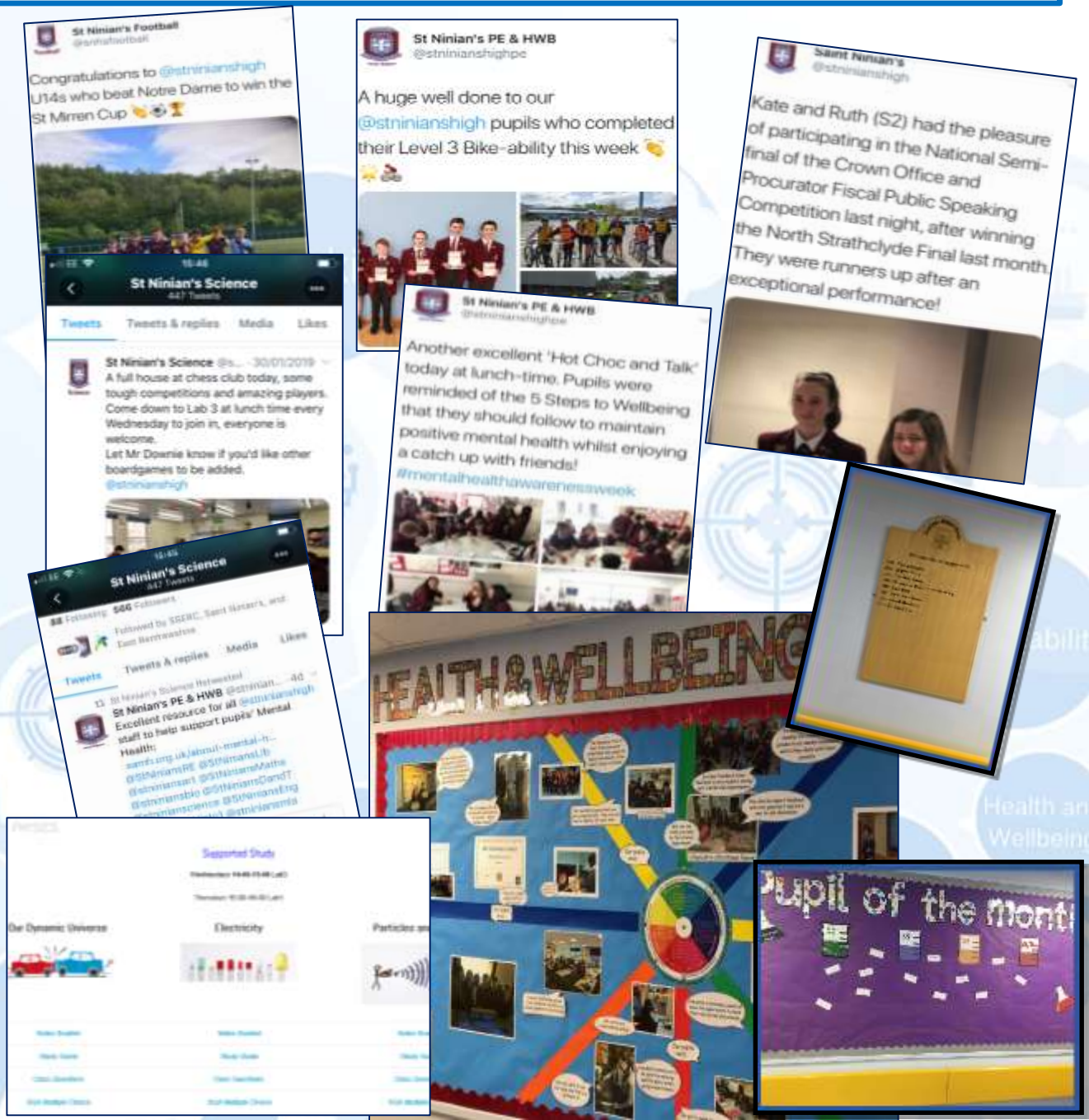
Following on from the survey we would like to use the information to help to improve the school. Some ideas we have are listed below:

- ✓ Produce a School Charter that uses the views of pupils to identify the roles of those involved in the school.
- ✓ Work on the areas that the survey has identified as needing improvement.
- ✓ Use the survey again next year and attempt to measure improvement.
- ✓ Maintain the good things that are highlighted in the survey.

Theme 1 – Our Relationships

Promoting Positive Relationships

Analysing the school website, the Twitter feed and displays around the school allowed us to evaluate how the school celebrates success and tries to promote positive behaviour as well as encourage pupils to share concerns.



Analysis

The school as a whole is excellent at using social media and the website to celebrate success and share information with parents and some departments do use it more than others. Overall this does help to build positive relationships within the school community.

Theme 1 – Our Relationships

Pastoral Interview

We set out to find out about the procedures for sharing concerns in our school. To do this we interviewed a Principal Teacher of Pastoral Care to find out about the procedures for sharing concerns. We used some of the features of highly effective practice in this area to come up with our interview questions

Below are some of the questions that we asked our pastoral teacher and samples of answers given.

Our school has strong nurturing approaches which support us to build positive relationships and wellbeing.

Our school has effective ways of dealing with negative behaviours so that relationships can be restored and remain positive.

Q. Do all pupils know how to raise a concern?

A. Hopefully all pupils should know that they can raise a concern with any member of staff. Pupils will mostly be made aware of this through PHSE classes. This is discussed at P7/S1 transition and at assemblies. There are also posters that encourage pupils to share concerns.

Q. What are the procedures for raising confidential concerns and how to parents and pupils know about this?

A. Pupils should raise any concerns that they have with their pastoral teacher but should also feel comfortable to talk to any responsible adult within the school community if they feel the need. They should also know that staff have duty to pass this information on to the appropriate person for the protection of the pupil.

Q. What do pupils know about how our school takes care of them?

A. They are made aware of various forms of action designed to help them through PSE, Assemblies, Wellbeing Web, Parents' Evenings, Twitter and more.

Q. How do you and other teachers support positive behavior?

A. We as teachers set out clear expectations of pupils in terms of behavior and standards for the protection of all pupils. We celebrate success and emphasize the positive Catholic ethos of the school whenever possible.

Q. What improvements could be made in terms of raising concerns and pupil safety?

A. We need to try and continuously improve. Social media problems have to be monitored and as a school we need to keep up with technology to help keep pupils safe. Also greater awareness of mental health issues is something we are working on. Other things like online security with money should become more prevalent in schools.

Conclusion

We felt very reassured after the interview and feel that there is a lot of support for pupils who need to raise concerns. We do feel that sometimes pupils may not always be aware of this level of supports so it may need to be something that is highlighted to them more often.

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.

Theme 2 – Our learning and teaching

To us, our learning and teaching means the day to day work that goes on in the school. The effort that teachers put into lessons for us and their work outside of the classroom, we want to document all of the good things going on around the school and share them so that everyone can help each other. With the goal being that every pupil in the school is getting the support they need to achieve their best.

As a pilot, at the start of the year we surveyed 100 pupils in the school to find out what they thought of the learning and teaching around the school. The responses were all really positive so we took forward what we had learnt to decide what to do next. One of our plans is to survey a much larger percentage of pupils from each year group.



Next Steps

Next year we want to get more pupils involved, especially younger pupils who can bring fresh ideas. We would like to create a toolkit that would allow pupils to visit classes that they aren't a part of and document all the positive examples of learning and teaching around the school.

We will then put this together into a booklet that can be shared to help everyone.

We decided to visit different classes all around the school and take photos of what learning and teaching looks like in St Ninian's High School.

We wanted to visit classes at different levels in the school and from both practical and non-practical subjects. We also managed to visit classes that had a Pupil Support Assistant so we could document their role in the class also.

We a range of classes including:

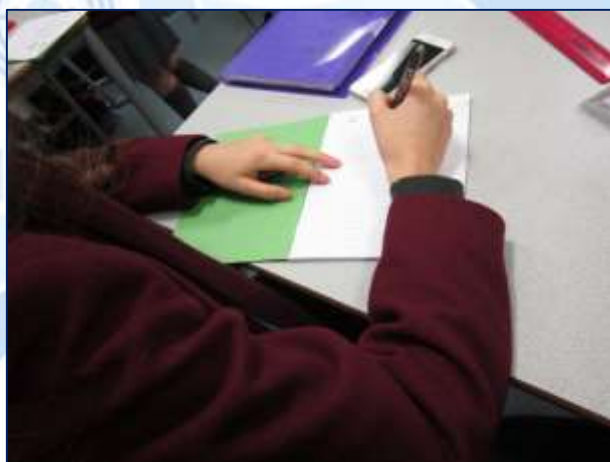
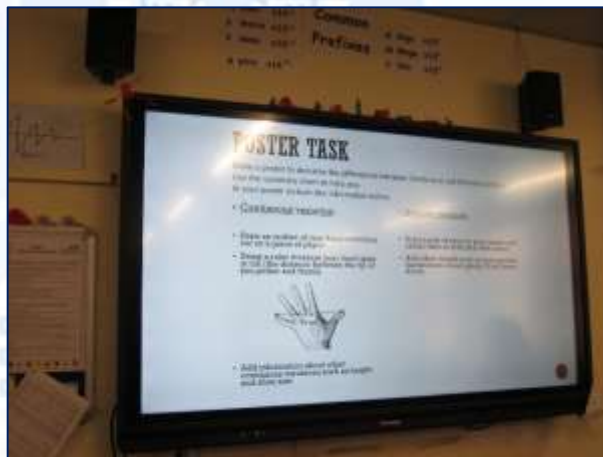
S4 Computing

S1 Science

S2 Maths

S3 French

S6 Chemistry



To conclude, it is evident from speaking to many pupils and from visiting classes that pupils are gaining excellent experiences in lessons. They enjoy lessons and recognise the range of teaching that is delivered in the school.



Theme 3



Our school and community

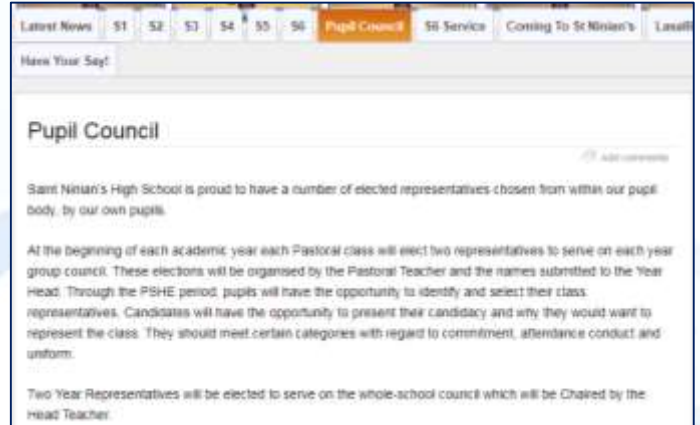
This theme is about how you feel about your school as a place of learning. This can include what your school looks like, how easy it is to move around it and whether it has the facilities and resources you need to do well. This theme also supports you to consider how well your school connects with the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

2018-19 Pupil Priorities

A school, priority for this year is to evaluate and alter our Pupil Council.

First, pupils who had experience of the Pupil Council reflected on their own experiences, identifying strengths and targets of this system. This then allowed them to plan and create survey questions- one survey for those who had been representatives on the Pupil Council and one for everyone else.

They are now rolling this out, using S2 as a sample year group, through PSHE lessons.



What is How Good is OUR School?

- Government initiative to support improvement in learner participation in self-evaluation and school improvement
- This is an ongoing process of self-evaluation focusing on the views of pupils. We want to know how you rate your school.
- Self-evaluation is how schools decide what is going well and what could be better. It helps us as a school to identify the actions they need to take to keep improving.
- The themes identified below are at the core of our school and we continuously aim to improve to ensure excellence and equity for all.

St Ninian's High School S1 Website

Home | About Us | News | Contact Us | Privacy Policy | Terms and Conditions

Home | About Us | News | Contact Us | Privacy Policy | Terms and Conditions

Home | About Us | News | Contact Us | Privacy Policy | Terms and Conditions

First Year Badges of Excellence

Page No. 0112

Home | About Us | News | Contact Us | Privacy Policy | Terms and Conditions

Current examples of how pupil voice is shared and appreciated in our school

Pupil's thoughts for investigations going forward

The pupils have been keen to carry on some of the work from last year's session. In particular how the school environment, particularly at the start and the end of school day, could be improved by limiting the traffic flow into the school grounds.

The pupils have been examining maps of the surrounding area to see if a drop off/pick up zone would be possible to implement to cut the traffic arriving at the school.

They have also been looking into the possibility of charging parents to drop pupils off within the grounds to see if this would discourage parents from doing so whilst also potentially raising money for school funds. The pupils have thought about exemptions for pupils with mobility issues and staff would be able to use their ID badges to enter for free.

Pupils are going to continue to research this issue and see if there are any precedents that have been set previously by other schools in Scotland.

The pupils feel very strongly about this as they see this as a climate issue and a local way to make a difference to the world tackling climate change and improving the health of everyone arriving to school in the morning.

Pupil council

We want your views on the pupil council!

1. Have you ever been in the pupil council or taken part? *

Yes

No

2. Do you think that the way people are chosen as representatives is the best way? If not, please provide alternatives. *

3. As a representative has anyone come to you to raise an issue? *

Yes



Questions

8. Do you get to raise an issue or do you stick to a pre-planned agenda? *

I can raise an issue

Its a pre-planned agenda

9. Would you prefer being able to raise issues or sticking to a pre-planned agenda? *

I would prefer if I could raise an issue

I would prefer if it was a pre-planned agenda

In conclusion, as a group we have been focusing on the environment in relation to our school and community. Going forward we would like to focus more on our relationships with partners within the local community. Next year we would also like to raise the profile of how well resourced our school is.

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.

Healthy Attitudes and Behaviours

This year, we have been involved with consultations with the canteen Manager regarding changes that have been made in the school canteen and future changes that are taking place to ensure that the healthiest foods are on offer.

We were provided with information regarding the government guidelines that the canteen have to abide by regarding fried and processed food and were very surprised to find out how strict they were, which helped highlight to us how healthy the canteen food is.

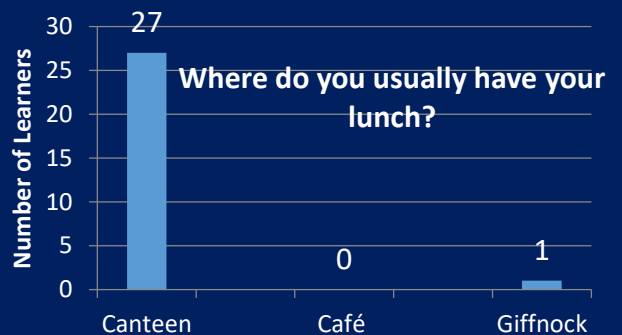
We also put forward suggestions to the Canteen Manager about promoting healthy eating in the canteen as from our research we found that a large proportion of pupils ate there but had a misconception about the healthiness of the food, believing it to be unhealthy when in fact it is not. We now have posters in the canteen highlighting the benefits of eating healthy foods.

We also asked about allergens in food as allergies puts some people off eating at the canteen but were assured by the canteen manager that any pupils with allergies could speak to her about the ingredients in the foods.

Having carried out one classes a pilot, we aim to ask classes from each year ground next session



An example of some of the posters displaying benefits of healthier alternatives as well as allergy notice in the cafeteria.



The results of our survey showing where pupils choose to buy their lunch

An example of our learners collecting responses from S3.



Positive Self Esteem and Confidence

When looking at this theme we discovered that there is a huge emphasis put on promoting positive self esteem and confidence.

Promoting our achievements on the school twitter, website and boards around the school makes us feel like we have something to be proud of.

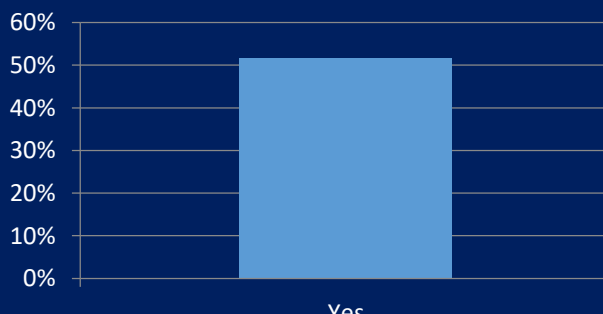
We also found that we have lots of opportunities to lead in our school, which also helps our confidence grow. Some examples of this are at the Saturday Sports Camp, being in departmental focus groups and involved in P7 transition events. This group for example also gives us opportunities to develop our confidence with us surveying classes and presenting our feedback to the teachers and other year groups.

All of these things help to develop positive self esteem and make us more confident.



We can share our achievements with the school and at assemblies

Do you feel that your achievements are acknowledged?



Some examples of the twitter celebrating our achievements
For all successes and achievements from 2018-19, please visit our website and twitter accounts

Health and Wellbeing Displays

The addition of the Health and Wellbeing walls at the entrance at technical and in the PE department provide us with ideas on how to change our way of thinking and improve our mental health if things are getting on top of us. Pupils we have spoke to also said that assemblies and PSHE lessons are the areas where HWB is most obviously discussed.

We also found through surveys that a large majority of pupils sampled feel like they have someone in the school that they can go to if they do not feel at their best.

Having these things in place and having committees dedicated to Health and Wellbeing such as the HWB Committee, focus groups in PE and this HGIOS group shows that it is important.

We were also involved in meeting with the inspectors to talk about the work that we have done this year and last. This was a nerve-wracking experience but we had lots to talk about regarding lots of aspects of Health and Wellbeing that we had been involved in.

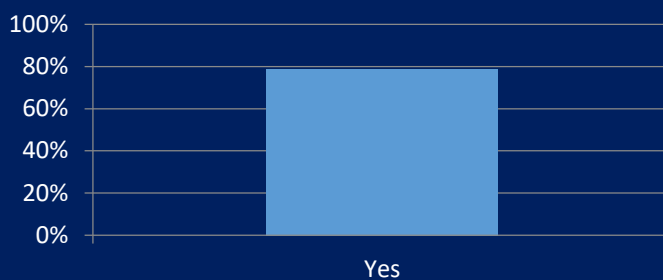
We have posters all over our school telling us where we can go for help

In conclusion, our work so far shows that pupils are increasingly making healthier choices. Pupils are also aware of their social emotional, physical and mental health and wellbeing.



One of our wellbeing walls

Do you believe that you have a trustworthy adult in every situation that supports you?



MENTAL HEALTH INFORMATION SUPPORT FOR YOUNG PEOPLE

Support	How can they support you?
Family and friends:	Talking to someone close to you can instantly make you feel better. They can direct you in the right direction if further support is needed. It is important to always speak to an adult for serious matters.
Pastoral support teacher, Depute Head teacher, Class Teacher	Your Pastoral Support teacher, working closely with the Depute Head Teacher, will be your main point of contact if you experience a problem or difficulty. They are there to support you emotionally, mentally and physically as well as academically. In addition to this, all teachers are there to listen and support you in many different ways and will work closely with your Pastoral Support Teacher.
School Chaplain	Leads the liturgical and faith life of the school, celebrates mass on feast days and important religious occasions. He also has a pastoral role is available to support you in school.
Youth Counsellor	Their role is to support you in school if anything is worrying or upsetting you. For example a death, family relationship difficulties, friendship issues, feeling sad/down, low self-esteem, not coping well.
Educational Psychologist	Meet and talk to young people about many different problems. They are there to listen and can help you in different ways. When problems don't seem to be going away even with the help of teachers or family members it may be helpful to meet with the educational psychologist
Coping Skills/Resilience group	Groups run in the school at various points in the year. Speak to your Pastoral Support Teacher to see if this group would be available and if it would suit your needs.
Rainbows	Rainbows help children who are grieving the loss of a parent or guardian due to death, divorce, deployment, or traumas.



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.

Theme 5 – Our Successes and Achievements

At St Ninian's High School we strive to promote the equity of every pupil by celebrating achievement in a variety of different ways. Our young people experience a wide range of achievements, being recognised both in school through our vast extra curricular programme that provide opportunities for success that stimulate learning and skills, ensuring the development of the whole child.

Pupils, parents and teachers are encouraged to regularly inform the school of the achievements of our young people and we have many existing methods of recognising achievement in our school, both formally and informally.



Pupils are encouraged to take part in activities where achievement can be recognised and celebrated.

Achievement Opportunities:

- In departments
- Extra-curricular activities
- School clubs
- School trips/excursions
- School Teams
- Skills & talents
- – debating/musical/ sporting, etc
- Faith life of the school
- Out with school



Celebrating Achievement



Please let us know about your achievements via this link so that we can celebrate these.

Pupils are well aware of the many ways that achievements are celebrated throughout the school:

- Weekly Assembly
- PSHE
- Departments
- Classrooms
- Wall displays
- Corridors
- Excellence boards
- Website/the week ahead
- Peer Awards
- Sports day awards
- Talented athlete programme
- Music Leadership
- Excellence badges
- The Saint Ninian's Medal
- S6 Diploma



TWITTER

@STNINIANSHIGH



WEBSITE

<https://blogs.glow.scotland.org.uk/er/StNinians/>



Theme 4 – Successes and Achievements

In our HGIOURS group, pupils volunteered to capture the ways in which achievement is celebrated through school. These pupils ranged from S1-S6 and highlighted their views on achievement as well as asking their peers and classmates.

In the format of questionnaires, pupils gathered views from as many of their friends as possible. Nearly all of the returns highlighted that there are opportunities for every single young person to achieve their best by setting their own goals. Pupils spoke highly of the ways in which teachers and staff in the school encourage and support them in achieving their aspirations no matter how big or small.

Pupils feel proud when their achievements have been recognised and this is clearly evident through excellence and subject award badges that are worn by pupils.



Successes and achievements in school is merely just the starting point for many of the pupils. Above shows an example of an ex pupil who has continued to go from strength to strength.

To conclude, our school, pupil asked recognise our school as being excellent at recognising their successes and achievements. As a pupil group, next year we want to work with pupil on finding ways to celebrate their achievements outwith school further.



SNHS Skills Framework

Skills for Learning, Life and Work



The purpose of the Saint Ninian's High School Skills Framework is to provide a tool that can be used by pupils, parents and staff, allowing for a clear understanding of the skills developed through each curricular and co-curricular area offered within the school.

With the vast and varied opportunities available to the young people, provides a breadth of skills, experiences and outcomes that can be developed and achieved.

The core skills noted along with right hand side can be discussed with young people, further helping them to understand the rich reasons for engaging with co-curricular and curricular experiences and opportunities.

Skills For Learning Life
and Work
DYW



Literacy



Numeracy



HWB



Employability



Thinking



Digital
Learning



Leadership



Creativity

SNHS Skills Framework

Skills for Learning, Life and Work



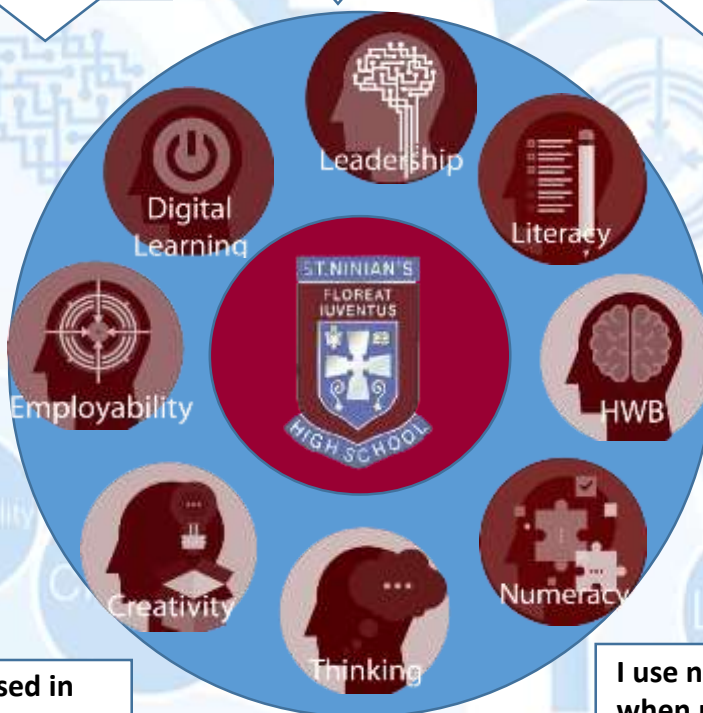
PUPIL VOICE, WHERE DO YOU RECOGNISE THAT YOU HAVE DEVELOPED THESE SKILLS?

I use digital learning skills in Graphic communication to re-evaluate things that we have learned in the lesson.

I use leadership skills in Chemistry when I have to take responsibility when carrying out experiments.

I use literacy skills in art and design when analysing pieces of work, I also learn new vocabulary and terminology.

I consider employability skills in French as it is important to communicate effectively especially when using a second language.



I consider health and wellbeing skills in Re and PSHE through discussing my thoughts and feelings.

Creativity can be used in all subjects, thinking for yourself and taking control of your own work is being creative.

I use thinking skills in history to remember historical events and to think about how to structure complex questions.

I use numeracy skills when reading information from graphs in physics.