



# St Ninian's High School

## Pupil Standards and Quality Report 2019-2020



Employability

Creativity

Literacy

Health and Wellbeing

Digital Learning

# Introduction

Here in St Ninian's High school, we are fully committed to continuing to drive improvement using East Renfrewshire's vision of Everyone Attaining, Everyone Achieving through Excellent Experiences.

In order to ensure that our learners participate in the self-evaluation process, we encourage all pupils to be involved in our continuous strive for excellence. 'Pupil voice' is vital to the improvement of our school; we ensure that the opinions of our learners are respected and we encourage them to contribute to decision making across all aspects of our school. Some pupils choose to take a leading role in this evaluation process through various groups including the Pupil Council, the Pupil Equality and Diversity Team and the Pupil HGIOURS Group. These pupil led groups encourage learners to offer their opinions and suggestions on how we can evaluate and meet the priorities of the School, Local and National Improvement Plans. Pupils in these groups report back to staff on behalf of their peers, ensuring that all opinions are heard. Action is then taken through the Teacher Learning Community and Staff CLPL Programme.

Our annual Standards and Quality Report is created from our pupils' perspective of the school. Unfortunately, due to current circumstances related to COVID-19, pupils have not been able to complete the various evaluation activities which they had planned. This process will continue when pupils return to school and circumstances allow. This document gives an overview of what our pupils have planned.

While pupils continue their distance learning from home, many have continued to support school improvement by communicating through the HGIOURS Microsoft Team on GLOW. These pupils agreed to browse the school website and Twitter pages to identify examples of positive experiences relating to the following 'How Good is OUR School?' themes:

## 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.

Employability

Employability

Health and Wellbeing

Digital 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 Aim

Our purpose as a group is to evaluate the quality of the relationships in our school. We aim to evaluate how our peers feel about the opportunities which we are provided to build and develop these relationships with one another, with staff, with parents, with members of our community and with visitors to the school. We aim to ensure that the school promotes positive relationships and that everyone feels welcome, safe and supported in our community.

We were keen to find out how confident pupils in our school feel with regards to speaking to members of staff about any issues. We have started this process by issuing a survey to measure pupils' understanding of the support process within our school. Please see results below.

How well do you know where to find support for your personal problems?

Results show that the majority of pupils are confident in finding support for personal problems but there is room for improvement.

3.72  
Average Number

How well do you know where to find support for your school problems?

Again, the majority of pupils are confident in finding support for school problems, with a slightly higher rate of confidence than personal problems.

3.96  
Average Number

## What teacher would you typically go to if you have problem?

- Pastoral Teacher
- Year Head
- Class Teacher
- Pupil Support Assistant
- Other

Results show that the majority of pupils would seek advice from their Pastoral Support teacher if they were to encounter a problem or worry.



Would you like more information on where to seek help for your problems?

Although the majority of pupils do not require more information, we will ensure that information is provided to make certain that all pupils have the information required.

- Yes
- No



How would you like to receive this information?

- PowerPoint slide at assembly
- Slide in PSHE
- Posters around the school

We will make information available on all platforms.



## Next Steps

We plan to distribute this survey to a wider range of pupils and analyse the results in detail. We will then work with members of staff to overcome any issues which have been highlighted by pupils.

We are going to design an information graphic which will be displayed around the school, on assembly slides, in PSHE and online, giving pupils and parents information regarding the various people they can contact for support within the school and in our local community. We are aware that not all pupils wish to speak to their teacher directly so it is important that they know the various options.

# Theme 1 – Our Relationships

## Examples

While we are currently unable to continue this work in school, we have analysed the school website and Twitter feed to find examples of these positive relationships developing during this academic year. These images show how our school celebrates these relationships, encouraging us all to work together as a community.



## 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.



Creativity



Digital Learning



Leadership



Numeracy



Employability



Literacy

## Theme 2 – Our Learning and Teaching

### Our Aim

Our aim is to find out how pupils feel about learning and teaching. We aim to find out what our peers view as examples of excellent learning and teaching based on their own experiences.

### Next Steps

We have carried out a survey to gather opinions and we will analyse these results as a team. We plan to continue our research using a range of engaging methods when we return to school:

- Pupil Focus Groups - Interviewing pupils from each year group to discuss how they rated their learning experience in the survey and how this could be improve in the future
- Interviewing Teachers - To discuss their teaching strategies and ask how they evaluate their effectiveness

We plan to discover what pupils enjoy about what the school offers as a learning experience whilst developing each and every person individually.

We are also aware that results and opinions regarding learning and teaching may have changed recently due to the increase in online learning. We have carried out a survey to gauge how pupils feel about online learning. Please find results on the following page.

### Examples

While we are currently unable to continue our evaluation of learning and teaching within school, we have analysed the school website and Twitter to find examples of how our school celebrates learning and teaching online. These images show some of the excellent experiences which we are offered across the curriculum.



## Theme 2 – Our Learning and Teaching

As mentioned on the previous page, we are aware that the opinions of pupils regarding learning and teaching may have changed recently due to the increase in online learning. A team of pupils who are involved in the HGIOURS research group have carried out a survey to gauge how their peers feel about online learning, with the aim of identifying areas that could be improved to make distance learning more manageable for all.

How are you finding Distance Learning? 5-Best

302  
Responses

3.47  
Average Number

Although this survey is at an early stage, we have had responses from pupils across all year groups. The results show that the majority of pupils are coping well with distance learning.

It is very promising that 92% of pupils feel that teachers are still available to contact about any matter. We will continue to work with pupils to ensure that they all feel confident in reaching out to teachers remotely.

Do you feel teachers are still available to contact about any matter?

● Yes  
● No



Have you been in contact with a teacher or member of staff from our school?

● Yes  
● No



Of the pupils who have taken part in the survey so far, 92% have been in contact with a teacher or member of staff.

As you can see, the majority of pupils have been using online platforms to communicate with teachers. The most popular platform is Microsoft Teams.

If yes, through what media?

● Email  
● Phone  
● Teams  
● Google Classroom  
● Other



How easy do you find it to use online learning: teams/google classroom (5- easy)

302  
Responses

3.74  
Average Number

We feel extremely positive that the majority of pupils are finding distance learning through Microsoft Teams an Google Classrooms manageable at this early stage. We will continue to work with pupils to build confidence.

The results show that pupils are receiving feedback from most of their subjects online. We will continue to work with staff to provide the required CLPL to ensure that teachers are confident in providing meaningful feedback via these online platforms.

Are you receiving feedback from assignments in your subjects?

● Yes  
● Some subjects  
● No



## 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.



## Theme 3 – Our School and Community

### Our Aim

We are evaluating how pupils in our school feel about our school and community. We want to know if there are particular areas that pupils feel could be improved. We will focus on the physical surroundings that we learn in and the ethos of our school environment. We will work with the 'Our Relationships' team as we feel these themes tie in with one another well.

### Next Steps

We plan to evaluate the fitness for purpose of the current Pupil Council. This will be done using an evaluation form to gather the opinions of pupils from across the school.

### Examples

Here are some examples of ways that our school and community unite and work together.



## 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.



Leadership



HWB



Thinking

## Theme 4 – Our Health and Wellbeing

### Our Aim

Our aim is to work together to plan innovative ways of ensuring each pupil's mental, emotional, social and physical health is addressed. This has been achieved through a number of inventive methods over the course of the past year. This includes, but is not limited to, the Health and Wellbeing Working Group, the implementation of Mental Health First Aiders, various lunchtime activities and the 'Hot Choc and Talk' scheme. The 'Hot Choc and Talk' scheme provides an example of the excellent activities that we as a team have produced. After careful planning, an invite was extended to all pupils to attend. On arrival, they were offered a hot drink and some snacks, while being encouraged to feel comfortable enough to talk about any worries or concerns that they may have. We have worked closely with Mrs Howson to gain an insight into the views of our peers on Health and Wellbeing. This was conducted through a number of questionnaires in PSHE and provided us with information, allowing us to plan our next steps.

### Next Steps

Our next steps are to continue to develop the excellent practice that we have developed this year. Our intention is also to extend our reach, with more involvement from younger year groups. We have decided that it is vital that all year groups feel their voices are heard in respect to their personal health and wellbeing. Furthermore, from the data that we collected last year, a focus on positive mental health will be particularly relevant. We believe that it is important that we continue to promote positive mental health. We will continue to be innovative in the ways in which we decide to address this.

### Examples

Here are some examples of how we are encouraged to improve and maintain positive health and wellbeing in St. Ninian's High School.



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.



### Our Aim

Our school strives to promote the equity of every pupil by celebrating achievement in a variety of different ways. Pupils experience a wide range of academic and extra curricular achievements. It is our aim to evaluate how well the school promotes and recognises these successes and achievements for all pupils. 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.

### Next Steps

To allow the pupils of our school to have their achievements recognised and progress on to succeed we plan to:

- Work with peers and Pastoral Teachers to find methods for pupils to have more time in PSHE to update the achievement section of their PSHE booklet. This will ensure that pupils receive credit, even if they don't want to directly inform their teacher of any achievement they may have. This is already on the school website as an option do, but we will look at further digital options that could also link in with distance learning.
- We hope to introduce more 'one on one' discussions about future career choices in upper school. Again, we may look at digital options for this, e.g. webinar sessions on certain careers and pathways. Also, we would like to work closely with the careers advisors and arrange for them to talk both generally and individually to pupils about careers and future plans.
- We would like to hold more workshops which allow conversations about Universities, Colleges, Apprenticeships.
- We hope to raise the profile of how each subject within school celebrates pupil achievements within their subject.

### Examples

We have looked at the school website and Twitter to capture examples of how successes and achievements are celebrated online. These posts allow our pupils, parents and community see the wide variety of experiences which are achieved by our pupils.

Please see examples on the following page.



# Theme 5 – Our Successes and Achievements



**TWITTER**

**@STNINIANSHIGH**

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



**WEBSITE**

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



St Ninian's High School values the opinions of all pupils. To that end, on a frequent basis, pupils are given the opportunity to comment on areas of school life that directly involve them.

Throughout the year, pupils are given the opportunity to engage with staff through Pupil Council meetings.

During these meetings, we share and discuss ideas for ways to improve our school. These meetings involve both the Year Head and Year Link for each respective year group. The Pupil Council meetings are used as a forum to discuss ideas and decide on the most effective ways to change and improve the school before taking action.

The Pupil Council also regularly shares news and information about new initiatives which have been implemented within the school along with the excellent achievements that our young people accomplish on a regular basis. From these discussions, Pupil Council Representatives then feed back what has been discussed to their respective Alpha classes.

It is the responsibility of the Pastoral Support Teacher who is chairing each meeting devise, after discussions with the appropriate Depute Head teacher, the agenda which is discussed at each meeting.

The responses from each class are collated and recorded. They are then distributed to the Senior Management Team, Principal Teachers and Pastoral Support as well as being posted on the school website.

Following consultations, Focus groups are formed with the aim of gaining a fuller picture of pupil's responses as well as well as gauging responses to how further improve areas that they felt required developing.

As mentioned in Theme 3 - 'Our School and Community', we plan to evaluate the fitness for purpose of the current Pupil Council, with the aim of improving and developing this pupil forum.



## Pupil Equality and Diversity Team

Here in St Ninian's High school, it is our objective to eliminate discrimination and ensure that we continue to promote equality and celebrate diversity within our school and wider community.

We are in the process of establishing our 'Pupil Equality and Diversity Team' which will be formed by pupils who are passionate about challenging prejudice and discrimination. We will work with this team of pupils to continue the work which is already being done to promote equality throughout the school.

It is thought that this team of pupils will select a focus each month and use various methods and activities to promote their goals across the school.

The initial aims of the group will be:

- Breaking down financial barriers to education
- Anti-Racism
- Anti-Bullying
- Gender Equality
- Anti-Semitism
- Mental Health Awareness



# 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.

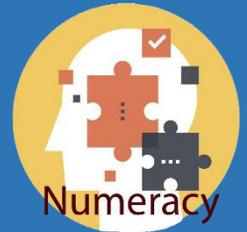
With the vast and varied opportunities available to the young people, provides a breadth of skills, experiences and outcomes that can be developed and achieved.

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



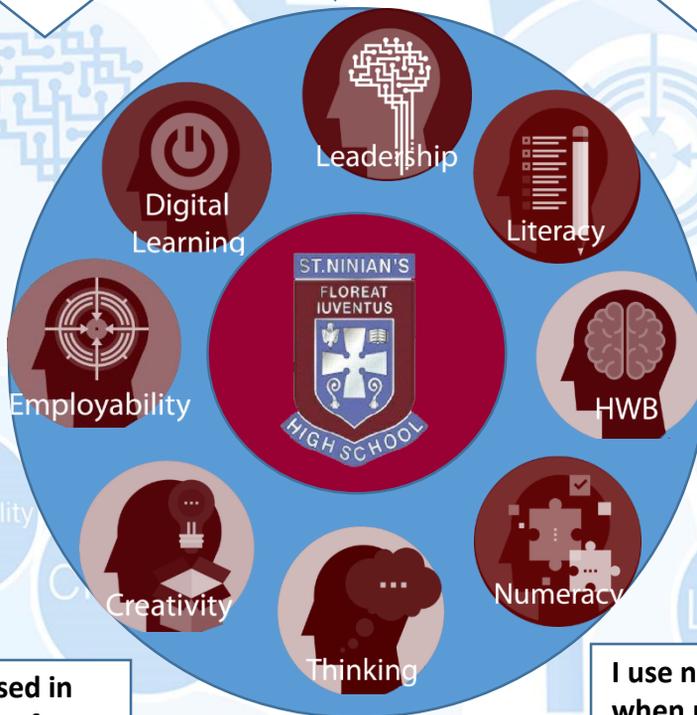
### PUPIL VOICE, WHERE DO YOU RECOGNISE THAT YOU HAVE DEVELOPED THESE SKILLS?

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.