

# Saint Ninian's High School



## STANDARDS & QUALITY REPORT

2019-20

The Report is based on evidence from our work, 2019-20. As well as sharing key messages about current practice, it includes attachments which provide a context to our work, and identifies next steps activity that will be taken forward and supported in 2020-21. The activities described have been informed by National Improvement Priorities, the ERC Local Improvement Plan, and our school's priorities. The Report has also been informed by data from ERCs EMIS Unit, Insight and SQA data, evidence from our school inspection, and from ERC CIV Reports. It draws closely on the knowledge and experience of those working at classroom level, and the evidence they have provided in evaluations from departmental and whole school activities. The Report provides short summaries of what staff have told us they want to focus on 2020-21 to improve outcomes for our young people and promote the vision we have for all young people in Saint Ninian's High School. The Report and attachments provide a rich source of information about good practice in our school, and how high quality teaching and learning has delivered improvements in outcomes. Education remains, by far, the most effective means we have to improve the life chances of all of our young people. There are many excellent teachers and school staff providing and supporting high quality education for our young people, many of whom are thriving. It is important to recognise the great work being done in our school and the achievements of our young people. Thank you.

**John Docherty**  
Head Teacher

## Context of Saint Ninian's High School

### Our Vision is to be a school that:

- is welcoming with genuine friendliness, concern and sense of community
- strives for educational excellence
- encourages the value of hard work
- encourages staff to reflect on the Gospel and its call to mission
- recognizes the uniqueness and dignity of each student as a gift of God
- is joyful, optimistic and genuinely happy
- speaks of Jesus' love through the strength of the loving kindness of our staff
- seeks opportunities for celebration
- recognises and expresses our catholic tradition with signs and symbols of our faith, in Eucharistic celebration, and through our Religious Education Programme.

### Our Aim:

We aim to help pupils achieve their full potential in each aspect of their development – academic, spiritual, physical, personal, social and emotional.

We will promote through our work the ERC vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences*. The intention is that all young people are Safe, Healthy, Achieving, Nurtured, Active Respected, Responsible, & Included.

Through the implementation of Curriculum for Excellence it is our ambition that young people will develop as responsible citizens, successful pupils, effective contributors, confident individuals

### Our Commitment:

In order to achieve our vision and meet our aim, we are committed to:

- Promoting gospel values as a way of life
- Advancing equality of opportunity and social justice
- Providing a range of educational courses and opportunities which equip students with the knowledge and skills they require to meet future challenges.
- Encouraging a view of education as a continuous, lifelong process.
- Fostering a spirit of partnership among students and staff, between home and school, and school and local community.
- Providing a well-ordered, attractive and well-resourced environment.
- Promoting the health and wellbeing of all

### School Improvement Plan Priorities 2019-20 (Year 1)

Our Standards and Quality Report is a record of progress towards meeting our improvement priorities up until the period when Saint Ninian's closed on 24th March 2020. It captures the impact of our work undertaken during the academic session, 2019-20. In our Report we have included information which reflects our initial response to supporting staff, pupils, parents, and families throughout the Covid-19 crisis, taking cognisance of the demands placed on our school community and around planning for recovery, managing hubs, and supporting distance learning.

Our Report sets out the vision, aims, and commitments that have been agreed across the school, and the improvement activity that was undertaken to deliver our key priorities. It complements the ongoing implementation of Curriculum for Excellence (CfE), Getting It Right for Every Child (GIRFEC), and Developing the Young Workforce (DYW).

We have strengthened the voice of young people and furthered their participation in decisions which affect their education - increased focus on health and wellbeing, delivering the skills required for learning, life, and work and continued our focus on the four capacities of CfE.

The need to meet the aspirations of our young people drives the improvement activities set out in the 2020 School Plan (Year 2). Our activities are aimed at building a self-improving system within a culture of collaboration and empowerment. This will be critical to ensuring that the potential of CfE is realized, and that we achieve the vision for our pupils:

1. Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
2. Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty related attainment gap.

The school vision emphasizes the holistic formation of our young people within the delivery of specific measures set out in the School Plan to secure improvement for all. We continue to deliver both excellence ensuring young people acquire a broad range of skills and capacities at the highest levels, whilst also promoting equity so that every young person should thrive and have the best opportunity to succeed, regardless of their social circumstances or needs.

To achieve this, we continue to work with our partners, where everyone's contribution is heard & valued, and improving young people's outcomes is at the heart of everything we do.

### Key priorities 2020-21

1. **Improvement in attainment, particularly in literacy and numeracy**
2. **Closing the attainment gap between the most and least disadvantaged children and young people**

**3. Improvement in children and young people's health and wellbeing**

**4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

**Method of Gathering Evidence**

The range of evidence gathered to evaluate our work includes:

- Benchmarking the quality of work using EMIS, Insight, BGE Toolkit, and school data.
- Moderation at school, cluster, authority and inter-authority levels;
- Staff peer evaluation;
- Pupils' evaluations of their learning experiences;
- Surveys carried out with staff, pupils and parents;
- Whole school/departmental evaluation through audit;
- Collaborative improvement visits
- Observation of practices with pupils and staff, and by DHTs/HT through, for example learning visits and learning walks where the focus is linked to the Departmental Plan
- Focus group discussions with pupils, teaching and support staff, parents, users;
- Information from partners such as educational psychologist, campus police, Community Learning, SDS personnel, vocational staff, HE/FE partners, Local employers, etc.
- Discussion and reviews with staff through informal and formal means, PRD exercises, reviews within departments using HGIOS, Departmental Audits, policies.
- Feedback from staff, pupils and parents in various forums e.g. Inset day activities, focus groups of pupils, Pupil Council, Parents' Evenings, Questionnaires, etc..
- Level of staff engagement in professional development such as CLPL events, attendance at information evenings / curricular events, participation in national events, ERC events.
- Results and analysis of questionnaires used in the HMI 2019.
- Professional mentoring, coaching and peer support programmes with newly appointed and newly qualified teachers
- Outcomes of CLPL programme, PRD process and CLPL requests,
- Participation of staff in the spiritual life of the school / diocese & archdiocese events
- Level of parent involvement and participation in events / activities
- Level of senior pupil involvement in supporting pupils
- Extent of partnerships with other schools and agencies, employers, ERC, SQA, etc...
- Impact of improvements in school infrastructure on pupil learning and wellbeing
- Improved resources available for use by pupils and staff
- Pupil evaluations of learning & teaching
- Number of teaching/support staff to support improvement, attainment, achievement
- Number of pupils / parents involved in the wider life of the school
- Analysis of Pupil Reports - Full / Interim / UCAS / References / 'Sweeps'
- Analysis of National Data (Insight) and ERC SQA results analysis / attainment S1-S6
- Analysis of pupil engagement and behaviour (exclusions / referrals) / parental complaints
- Links with ERC QIOs / QIMs / Directorate / ERC staff, FE, HE, SDS, Support Services,

- Minutes of PT meetings, DHT meetings, departmental Meetings, etc.
- Participation in school, departmental, Local Authority and National CPD programmes
- Analysis of school timetable to support teacher workload
- Staffing standards at key points in the year : Sept-March, April-May (Exam Leave)
- Weekly Bulletin – Information / memos / thanks / HT Memos
- Parent & Pupil Booklets / Newsletters / Twitter feeds / Website information / Letters of thanks / congratulations
- HMI documents / ES Documents & online Newsletters

### References and links to school improvement and action points

International Council of Education Advisers (ICEA) International Council of Education Advisers: Report 2016-2018.

An Empowered System

<https://education.gov.scot/improvement/learning-resources/an-empowered-system/>

Assessing Children's Progress – information for parents and carers

<https://www.gov.scot/publications/assessing-childrens-progress-guide-for-parents-and-carers/>

Child Poverty for Scotland third annual report

<https://www.gov.scot/policies/poverty-and-social-justice/child-poverty/>

Developing the Young Workforce – Scotland's Youth Employment Strategy, Scottish Government, December 2014, ISBN 978-1-7854-4033-5

<https://beta.gov.scot/publications/developing-young-workforce-scotlands-youth-employment-strategy/>

<https://www.gov.scot/publications/summary-statistics-follow-up-leaver-destinations-no-2-2020-edition/>

Driving Excellence and Equity: Advice on School Improvement Planning 2017/18

<https://education.gov.scot/improvement/Documents/NIFschoolimprovementguidance201718.pdf>

Empowering Schools: education reform progress update

<https://www.gov.scot/publications/empowering-schools-education-reform-progress-update/>

Engaging Parents and Families Toolkit <https://education.gov.scot/improvement/learning-resources/engaging-parents-and-families-a-toolkit-for-practitioners>

Family Learning Framework – Advice for Practitioners

<https://education.gov.scot/improvement/Documents/FamilyLearningFrameworkApril18.pdf>

GIRFEC <http://www.gov.scot/Resource/Doc/1141/0065063.pdf>

Health and Wellbeing in Curriculum for Excellence

<http://www.gov.scot/Topics/Education/Schools/HLivi>

How Good is Our School? 4th edition, Education Scotland, September 2015, ISBN 978-0-7053-1889-1

[https://education.gov.scot/improvement/Documents/Frameworks\\_SelfEvaluation/FRWK2\\_NIHeditHGIOS/FRWK2\\_HGIOS4.pdf](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)

Insight <http://www.gov.scot/insightbenchmarking>

Learning for Sustainability Action Plan

<https://education.gov.scot/improvement/Documents/LearningforSustainability-Vision2030ActionPlan.pdf>

Learner Participation in Educational Settings (3-18)

<https://education.gov.scot/improvement/self-evaluation/learner-participation-in-educational-settings-3-18>

Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021

<https://www.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/>

National Improvement Framework: Consultation on measuring the attainment gap and milestones towards closing it

<https://www.npfs.org.uk/wp-content/uploads/2017/05/Final-E-versionpdf.pdf>

OECD Report Improving Schools in Scotland: An OECD perspective

<http://www.oecd.org/edu/school/improving-schools-in-scotland.htm>

Parental Involvement Act: [https://education.gov.scot/parentzone/getting-involved/Scottish%20Schools%20\(Parental%20Involvement\)%20Act](https://education.gov.scot/parentzone/getting-involved/Scottish%20Schools%20(Parental%20Involvement)%20Act)

Primary to secondary school transitions: systematic literature review - key findings

<https://www.gov.scot/publications/primary-secondary-transitions-systematic-literature-review-research-findings/>

Refreshed Narrative on Scotland's Curriculum <https://scotlandscurriculum.scot/5/>

Regional Improvement Collaboratives (RICs): interim review

<https://www.gov.scot/publications/regional-improvement-collaboratives-rics-interim-review/pages/3/>

Review of Personal and Social Education: <https://www.gov.scot/publications/review-personal-social-education-preparing-scotlands-children-young-people-learning-work-life/>

Scottish Learner Panel - Children and young people put their needs and interests at the heart of the Scottish education system <https://youngscot.net/news-database/children-and-young-people-put-their-needs-and-interests-at-the-heart-of-the-scottish-education-system>

Self-evaluation framework for Initial Teacher Education

<https://education.gov.scot/improvement/Documents/SelfEvalFrameworkforITE.pdf>

Senior Phase: Headteacher Survey report was published in September 2019:

<https://www.gov.scot/publications/senior-phase-headteacher-survey/>

Towards a Learning System; a new approach to raising standards for all in Scottish schools

<https://thestaffcollege.uk/wp-content/uploads/2017/04/Towards-a-Learning-System-v1.0.pdf>

<https://www.gov.scot/publications/coronavirus-covid-19-curriculum-for-excellence-in-the-recovery-phase/>

See <https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

<http://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/>

<https://www.gov.scot/publications/review-additional-support-learning-implementation-executive-summary/>

<https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/chief-inspector-report/national-thematic-inspections/assessment-in-the-bge/>

Young Leaders of Learning Programme

<p><b>How good is our leadership and approach to improvement?</b> (1.1, 1.2, 1.3)</p> <p style="text-align: right;"><b>Evaluation:</b></p>	
<p><b>NIF Priority</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in young people's health and wellbeing;</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people;</li> </ul>	<p><b>School Priorities</b></p> <p>Improve the quality of pedagogy, learning, and assessment                      Raise attainment and achievement, promoting equity for all young people.                      Tailor additional support to target increase in the pace of progress                      Improve attainment in literacy &amp; numeracy                      Develop the quality and impact of leadership at all levels                      Review the leadership of the curriculum and the impact of CfE on the experiences, attainment and achievement of pupils between the BGE &amp; Senior Phase</p>
<p><b>NIF Driver(s)</b></p> <ul style="list-style-type: none"> <li>• <b>School leadership</b></li> <li>• <b>Teacher professionalism</b></li> <li>• <b>Parental engagement</b></li> <li>• <b>Assessment of children's progress</b></li> <li>• <b>School improvement</b></li> <li>• <b>Performance information</b></li> </ul>	<p><b>Local Improvement Plan – Expected Outcome / Impact</b></p> <p>Embed the key principles of the national and ERC empowerment agenda                      Engage with The Standard for Career-Long Professional Learning preparing teachers for Professional Review and Development, Promote the GTCS Professional Recognition Award with teachers                      Ensure Newly Qualified Teachers are prepared to teach literacy and numeracy, support pupil's health and wellbeing, use technology effectively, to enhance learning and teaching and ensure equity for all PGDE education programmes to cover literacy, numeracy, health, wellbeing, Support for Learning, and social justice.                      Offer high-quality professional learning that is continually developed to meet the changing needs of the profession.                      Grow the number of the teaching population who have a qualification preparing them for leadership and headship roles.</p>

### *Progress, Impact and Outcomes*

#### **Leadership, Teacher Professionalism**

Staff across departments have embraced the collective responsibility on all of us to ensure continual improvement in the attainment, health, wellbeing and achievement of every young person in Saint Ninian's. Teachers engage consistently with the Standards for Career-Long Professional Learning, and Leadership and Management, demonstrating their commitment to their own professional learning and the continuous pursuit of excellence and equity for all pupils. A growing number of empowered and motivated teachers and middle leaders have engaged in career-long professional learning & the standards for leadership and management to further develop their leadership skills, and who are now keen to make a difference not just at school level, but across the wider system. Teachers are looking for new opportunities to develop and diversify their careers through new career pathways & leadership opportunities. Staff will be supported by senior leaders to take on a range of leadership roles, and work together to lead and implement improvement priorities.

#### **Performance Information, Assessment of children's progress**

**Appendix 1** provides a summary of **Equity & Excellence, 2019-20**. The data illustrates the relationship between those living in advantaged areas compared to those residing in disadvantaged areas. It provides a framework illustrating our efforts to support our young people to develop fully in school, to achieve positive destinations, and to be provided with the full range of skills, attributes and capacities to be resilient within a rapidly changing world. We have supported teachers in departments and at whole school level to access and understand what the data and evidence illustrates, and to develop the analytical skills to use this to ensure all of our young people learn, progress and achieve. We focus on data on achievement, and on data that informs all aspects of CfE, including health and wellbeing, attendance, exclusion, employability, participation and wider achievement, and parental and staff engagement. The intelligent use of data is part of everyday teaching, learning and assessment, and has helped teachers to identify gaps, and apply appropriate interventions for young people in the classroom. Data from EMIS, SQA, Insight, BGE benchmarking toolkit, Teacher Judgements, formative and summative assessment have provided comprehensive information on each individual which teachers are using to help identify areas of concern and how this information can support personalised learning strategies for improvement. The breadth and depth of data allows teachers to gain a deeper understanding of our educational strengths and weaknesses. In utilizing the data – for all stages– it has helped us drive further improvement across national measures and benchmarks for young people in Saint Ninian's.

#### **School Improvement,**

A review of S2 following the results from Standardised Tests and Interim and Full Reports illustrates the challenges teachers face in improving attainment and achievement for all in literacy and numeracy, and across pupil curricular choices. **See Appendix 2.**

We have delivered an integrated, progressive and coherent experience for young people in the Senior Phase providing them with a wider range of options and pathways. We have a very flexible approach and individualized timetables in the BGE where we tailor the curriculum to the needs of every single young person no matter their background, interest, confidence or future career aspirations.

## *Next Steps*

### **Empowerment and the Curriculum**

We will increase our collective efforts to identify, take responsibility for, and tackle the causes of the attainment gap at all levels. Our aim is to develop a culture of empowerment and collaboration enabling teachers to work together and to use their skills, judgement and creativity in the way they think best to develop the high quality teaching practice and effective pedagogy that are crucial to securing better outcomes for our young people. This is supported by the specific measures outlined in the School Plan and Departmental Plans, using the drivers of improvement framework to deliver improvements in the education we provide.

### **Leadership of the curriculum**

Embed in the **Senior Phase** entitlements that represent a clear and deliberate broadening of the focus beyond exams & traditional qualifications to include personal achievement, service to others and practical experience of the world of work including college provision (in & out of school), Foundation Apprenticeship, greater uptake of Duke of Edinburgh and Saltire Awards for pupils from Deciles 1-3, and delivery of SCQF Leadership, Wellbeing, Mental Health, Volunteering Awards. In the **Broad General Education** we will offer learning experiences which: develop the young person as a whole; support their wellbeing; provide them with strong literacy and numeracy skills, and; enable them to gain wider achievements and skills essential in life, learning and work. Improvement for the BGE will focus on supporting the skills and attributes of the four capacities, available across literacy, numeracy, and health and wellbeing, and across the curricular and subject areas. We will participate in, and contribute to, the '*Assessment and Moderation Framework ELCC, Primary and Secondary Sectors 2020-21*'. Evidence from 19-20 shows that high quality teaching practice and effective pedagogy are crucial to securing better outcomes for our young people.

### **Leadership of Change**

We will work with teachers to enhance their professional practice by empowering them to develop sustainable approaches to improvement and ensure lasting impact for young people affected by poverty. We will prepare teachers for the new career pathways and leadership opportunities being proposed by the Independent panel on Career Pathways. The school's *Into Leadership Programme* will support participants' to develop and deepen their ability to critically reflect and enquire; develop strategic leadership and management practice and, significantly, design and implement a strategic change initiative to strengthen our school's capacity for improvement. It will support a culture of improvement in their department and across the school, focusing specifically on learning and teaching, and collaboration. We will encourage the Senior Leadership Team to engage with the Into Headship Programme. We will build capacity and empowerment within the school and encourage all teachers to engage with the Masters level learning programme, modelling their commitment to lifelong learning. We will invite teachers to engage with Education Scotland's Middle Leaders programme, the national Teacher Leadership Programme (TLP), Evolving Systems Thinking (EST), and Leading Systems Change (LSC), CLPL within ERC and RICs CLPL programmes. To further support empowerment and collaboration we will set aside time on the Inset Days and offer twilight workshops, for participants in the teacher leadership programmes to share their learning, and monitor, evaluate and review content and concepts to ensure effectiveness.

How good is the quality of care and education we offer? (2.2, 2.3, 2.4)		Evaluation:
<p><b>NIF Priority</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in young people's health and wellbeing;</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people.</li> </ul>	<p><b>School Priorities</b></p> <p>Revisit the Learning, Teaching and Assessment Strategy, 2018-20.</p> <p>Prepare young people spiritually, intellectually &amp; emotionally, encouraging involvement in school life and promoting opportunities to exercise leadership and personal responsibility</p> <p>Support pupils who are further behind to have access to devices &amp; connectivity, and target more instructional time throughout the year, with more one-on-one support from tutors to help them catch up.</p> <p>Use the Young Leaders of Learning Programme to involve pupils in self-evaluation and improvement activities</p>	
<p><b>NIF Driver(s)</b></p> <ul style="list-style-type: none"> <li>• <b>School leadership</b></li> <li>• <b>Teacher professionalism</b></li> <li>• <b>Parental engagement</b></li> <li>• <b>Assessment of children's progress</b></li> <li>• <b>School improvement</b></li> <li>• <b>Performance information</b></li> </ul>	<p><b>Local Improvement Plan – Expected Outcome / Impact</b></p> <p>School leaders to drive and promote a culture of professional enquiry, self-reflection and evidence-based practice, encouraging participation in the Teacher Leadership Programme delivered by ES.</p> <p>Embed effective mental wellbeing practice within the curriculum supporting teachers to deliver relevant &amp; engaging learning that will develop and strengthen the resilience of our young people.</p> <p>Identify action points from the 13 key goals identified in the Government / COSLA “Learning Together” National Action Plan. To implement the recommendations of ‘Support for Learning: All our Children and All their Potential’.</p> <p>Practice from ‘How Good is OUR School’ to be embedded in a cycle of pupil led school improvement activity involving pupils and teachers in reciprocal activities identifying areas for improvement/success.</p>	

### *Progress, Impact and Outcomes*

#### **School Improvement**

Further developed our 1+2 Modern Languages strategy encouraging confident and competent linguists, well-equipped with the skills to compete in the 21<sup>st</sup> century marketplace global citizens, successfully offering qualifications in French, Spanish, Italian, Urdu, and Mandarin. Pupils opting for music make no contribution to the school for the cost of their studies or after-school activities. This also applies to sports clubs and other co-curricular activities. Examples of subject improvements are detailed in the Departmental S&Q Reports, 19-20.

#### **Support for Learning**

Staff prioritized and tackled the impact of dyslexia as a barrier to learning with a focus on auditory and/or visual processing of language-based information, phonological awareness, oral language skills and reading fluency, short-term and working memory, sequencing and directionality, number skills, organisational ability, and digital assessments. We worked with Dyslexia Scotland and others to produce resources to ensure that pupils are able to realize their potential. These include: the Addressing Dyslexia Toolkit and Introduction to dyslexia and inclusive practice - free online training modules. We promoted the route map through career long professional learning (CLPL) for dyslexia and inclusive practice. We utilized the Autism Toolbox to support teachers working with pupils with autism providing information to support the identification and support and planning of learning for pupils with autism. This work continues to be taken forward through the Support for Learning Teacher Group.

#### **CLPL**

We focused on supporting DHTs, PTs, and teachers, to further develop their skills to deliver professional learning for others, to drive innovation and improvement in learning and teaching, to use data to raise attainment and close the poverty related attainment gap, and to continue to improve the capacity of staff to self-evaluate for improvement.

#### **Pupil participation and engagement**

Our pupils were involved in school self-evaluation for improvement becoming more familiar with the language and processes of school improvement. The SCQF framework gave pupils the opportunity to engage in the full range of topics relating to leadership, wellbeing, and volunteering. These Awards require to be reviewed, managed, and embedded more widely within the BGE and Senior Phase curriculum. We improved pupil's awareness of local and national initiatives, services and supports available to support mental health and wellbeing. We tailored individual timetables and study plans to provide personalised guidance at an earlier stage and promoted the use of feedback for effective learning using formative assessment strategies to alleviate pressure on pupils and ensure there is less of a focus on tests, exams, and SQA assignments. Advice and guidance on subject choices was promoted at key stages with pupils. We offered extensive opportunities for pupils to learn outdoors and to participate in after school co-curricular opportunities such as clubs, activities, events, & trips.

#### **Partnership working with SDS**

We worked with SDS on leaver destinations to help staff understand the breadth of information available, how best to interrogate it, and how to use it for effective service delivery and planning. To improve our participation measure we engaged in activities to include pupils with additional support needs, disengaged pupils, and care experience pupils.

## *Next Steps*

### **Digital learning and teaching**

There is a need to review, update, and implement the targets identified in the school's '*digital technologies to enhance learning & teaching strategy*' (18-21), which sets out a series of actions & expectations structured around four objectives: develop the skills and confidence of teachers; improve access to digital technology for all learners; ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery; empower leaders of change to drive innovation and investment in digital technology for learning and teaching.

### **Pupil Recovery: in school / out of school**

Despite the considerable efforts to support remote learning, many pupils may have fallen behind in their learning, especially those from disadvantaged backgrounds and the attainment gap between this group and their fellow pupils may have widened. The school will direct its staffing to deliver one-to-one, and small-group tuition, to support pupils who have fallen behind to help them catch up. EEF Research suggests these approaches can boost progress by up to +5 months. The EEF has also found positive effects for a range of tuition models. We will promote and develop skills in all subjects that will increase our pupils' abilities to learn remotely, if required. We will provide resources for students who are further behind to ensure they have access to devices & connectivity, and use staffing flexibly to provide more instructional time throughout the year.

### **Support for Learning**

We will develop the remits and tasks for the extended SfL Team identifying collegiate and individual responsibilities; whole school and within departments, providing time for CLPL. We will review the roles and remit of Pupil Support Assistants, including the development of clear specifications for how classroom teacher and pupil support assistant roles interact and complement each other. We will also consider standards of practice, professional learning, and measured impact and improvement on pupil's experiences and achievements. We will offer CLPL for teachers to understand what additional support needs are and to be clear about their role in supporting the identification of additional support needs and the need to adapt their teaching to ensure a meaningful learning experience for all their pupils. CLPL will give due attention to practice and skills development in supporting learners with additional support needs. We continue to implement our three year senior phase with common features of practice: data to help shape the curriculum; engage during the BGE with young people to understand their motivations and aspirations; expand the range of awards and qualifications beyond the 'traditional' offer; use SCQF framework to plan out links between qualifications & awards to support the development of learning pathways for individuals and groups; involve & inform parents in decision making; and support young people and parents to be aware of possibilities and options long before the traditional option choice stage.

### **Parental Engagement**

We will work through PSHE and at Parents' Evenings to develop a consistency of approach to discussions involving pupils and their parents on progress in learning, participation in wider opportunities, together with their next steps in learning. Using the moderation cycle will help our processes. We will contribute to the *Learning Together National Network* and identify good practice & expertise, making new connections and reviewing evidence of what is working well, improving connections between research & effective practice in our school.

**How good are we at ensuring the best possible outcomes for all our children / pupils?**

(3.1, 3.2)

**Evaluation:**

<p><b>NIF Priority</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, esp. in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged</li> <li>• Improvement in young people's health and wellbeing;</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people;</li> </ul>	<p><b>School Priorities</b></p> <p>Develop teacher knowledge, understanding &amp; confidence in applying moderation approaches for CfE &amp; Qualifications (teacher judgements, profiling, reporting). Continue to develop our Interdisciplinary Learning as a key component part of the curriculum &amp; one of the four contexts of learning.</p> <p>Engage in the following IDL opportunities: Creative Bravery with an opportunity to join the <i>Creative Bravery Festival</i>, 21-27 September, 2020; Scotland's Culture with a focus on creativity and the arts.</p>
<p><b>NIF Driver(s)</b></p> <ul style="list-style-type: none"> <li>• <b>School leadership</b></li> <li>• <b>Teacher professionalism</b></li> <li>• <b>Parental engagement</b></li> <li>• <b>Assessment of children's progress</b></li> <li>• <b>School improvement</b></li> <li>• <b>Performance information</b></li> </ul>	<p><b>Local Improvement Plan – Expected Outcome / Impact</b></p> <p>Develop the personalities, talents, and abilities through our extensive co-curricular programme, esp. for those in Deciles 1-3. Increase opportunities for pupils to develop skills for life &amp; active participation in a global multicultural society.</p> <p>Focus on Getting It Right For Every Child. Through partnership working ensure a smooth transition from primary to secondary, and secondary to positive and sustained destinations.</p> <p>Implement recommendations relevant to delivery of Additional Support for Learning <a href="https://www.gov.scot/groups/additional-support-for-learning-implementation-group/">https://www.gov.scot/groups/additional-support-for-learning-implementation-group/</a></p> <p>Engage in the forthcoming Scottish Government commissioned independent review of our Senior Phase and explore further how CfE is being implemented for young people in S1-S6, and to identify any improvements that might be made.</p>

## *Progress, Impact and Outcomes*

### **Curriculum Pathways**

Our work suggests we have responded well to challenges of designing pathways for pupils through the broad general education and the senior phase. We also see that there is a need in some cases to continue to work with our primary schools to build on prior learning, to ensure that all young people can apply their learning between S1-S3 with sufficient pace, depth and challenge, and to pay particular attention to reviewing young people's experiences in S3 providing effective transition to the senior phase. Our application for the STEM Nation Award was successful with recognition in all areas applied for: Leadership; Family and community learning; Employability and partnership working; Curriculum and learner pathways; Equity and equality. The SLDR indicated that 98% of school leavers were in work, training or study within nine months of leaving school, and the gap between those from the most & least deprived communities in work, education or training (positive destination) has reduced. **See Appendix 3.** The number of school leavers attaining vocational qualifications at Level 5 and above increased. We continue to work with partners to expand the range of pathways available to young people in the BGE and Senior Phase, to broaden our offer for pupils, and achieve the benefits of the Developing the Young Workforce Programme.

### **Pupil Engagement & HGIOURS**

Our How Good is OUR School pupil group worked directly with teachers to successfully influence, shape, and deliver education in Saint Ninian's. **See Appendix 4.**

### **Mental Health**

Our prevention and early intervention work has made a significant difference to developing innovative approaches to mental health, ensuring that it is embedded in our school's ethos and culture. Our young people are contributing to and experiencing approaches across their learning which are interactive and engaging; **See Appendix 5.** These include partnership working with third sector organizations such as Cosgrove Care, The Prince & Princess of Wales Hospice, Achieve, Mindful Art initiatives, Care Experienced Support Group, vocational community cafe, and leaning support strategies for our lowest performing 20%.

### **Pupil Progress**

Data continues to help inform a shared understanding on areas where focused action is required to reduce the gap in attainment and health and wellbeing between young people from the most and least deprived areas. The data gathered also confirms that teachers are becoming increasingly confident about making judgements on achievement of a CfE level, and using ERC Standardised Assessments to improve attainment. Improving literacy and numeracy, particularly amongst those pupils vulnerable to poorer outcomes, remains a key priority e.g. Reading in S2. **See Appendix 2.** CLPL activities focus on the consistency of using data collections for attainment, health and wellbeing, support for learning, teaching and assessment. The priority now is to allow our improvement tools and approaches to become embedded and to avoid further changes which may lead to increase workload for teachers. We have improved the outcomes for care experienced pupils through our Developing the Young Workforce work, our post-16 transition into employment strategy, and our work with FE/HE partners on Widening Access. We provided more opportunities for young people to experience high quality, work-related learning, and to gain vocational qualifications.

### *Next Steps*

#### **Inter-disciplinary learning through Learning for Sustainability (LfS)**

LfS will provide a context to consider and address complex global challenges such as the Global Climate Emergency, racism, Anti-Semitism, social justice, taking forward a number of key actions in our integrated LfS Action Plan, maximizing its potential as a context for cross curricular & inter-disciplinary learning. We will identify evidence which demonstrates where gender equality is embedded in our school, and where the gaps are: how girls & young women can feel about their education experiences; how young people can behave towards each other; gender imbalances within subject choice; and the prevalence & impact of gender stereotyping and unconscious bias within learning settings that can lead to inherent barriers for young people. We will use the ES paper, *Interdisciplinary Learning: ambitious learning for a complex world* to re-focus on IDL and what it can offer our young people, developing rich knowledge and the skills to thrive in a future which is increasingly unpredictable

#### **Parental engagement**

We will develop case studies of highly effective practice and evaluation strategies. We will make more effective use of our school's nurture hub, including targeted interventions for literacy, numeracy and health and wellbeing, and extend our links with parents and families to support learning. We will use the parents' pre-inspection questionnaires (2019) to develop key actions relevant to the satisfaction measures: *a)* advice on supporting children's learning at home, *b)* schools organising activities where parents and their child could learn together, *c)* taking parents' views into account, *d)* ensuring that schools are approachable *e)* keeping parents informed about the work of the Parent Council *f)* encouraging parents to be involved in the work of the Parent Council and Friends of Saint Ninian's.

#### **Pupil Voice and engagement**

We will continue to ensure that pupils can influence the CfE Refresh Narrative, encouraging pupil empowerment within the broader school empowerment reforms and the future of 'pupil voice' itself. We will improve how we shape school-level policies, highlighting key issues, challenges and opportunities in our school. We will construct a new approach to our decision making processes through our work on HGIOURS improving the voice of young people in the formulation and delivery of school improvement priorities. We will use the *Leaders of Learning Programme* to support pupils to be involved in self-evaluation activities and reciprocal visits to other schools, and be part of school improvement activities. We will offer professional learning opportunities using the Education Scotland *Learner Participation 3-18* resource and Education Scotland "*Recognising and Realising children's Rights*" resource and professional learning resource to frame our consultation, action, and decision-making.

#### **Holistic Formation, Hope-Filled Future, Health & Wellbeing**

We will reflect with teachers, pupils and parents on the nature of '*holistic excellence*' so that academic success can be understood in its proper context, alongside the notions of success and failure in the lives of our young people. We will develop new learning resources for staff, and to expand staff opportunity to learn vital mental wellbeing first aid skills to support our young people. We will develop a suite of resources to support the delivery of lessons that promote strategies and understanding to support the positive mental wellbeing of young people and to break down the stigma associated with mental ill health.

**Pupil Equity Fund – How are we ensuring Excellence and Equity?**

**Appendix 6** provides a Report for 2019-20 and our Plan for 2020-2021

Excellence and Equity permeate the work of staff reflecting gospel values exemplified in catholic social teaching, promoting social justice and a focus on the most disadvantaged in our school community. The following approaches to addressing the equity gap continue to be promoted by teachers working on a wide range of strategies that have closed the equity gap and raised attainment of pupils, especially those living in deciles 1-5. These include:

**Improving early intervention**

Used staffing to target effective support for our pupils. Staffing flexibility and use of appropriate support budgets allows identifiable concerns to be addressed through early intervention developing resilient pupils and helping prevent problems later

**Promoting social and emotional wellbeing**

Teachers and school staff ensure that pupils are included, engaged and involved, promoting positive relationships and behaviour, supporting pupil health & wellbeing. Enhanced Support for Learning staffing and resources to support the school's Mental Health strategy.

**Promoting healthy lifestyles and tackling health inequalities**

Enhanced permanent staffing in PE and Home Economics targeting improved levels of physical activity and healthy eating.

**Identifying and driving strategies to improve attainment in literacy and numeracy through Support for Learning and Mental Health & Wellbeing**

Promoted specific skills relevant to competence in literacy and numeracy, health and wellbeing vital if pupils are to access the curriculum, participate in wider achievement opportunities and in post-16 transitions in preparation for HE, FE, and employment. These skills are highlighted in the literacy, numeracy and health and wellbeing boards posted in all classrooms.

**Providing high quality learning and teaching**

Provided high quality learning and teaching resulting in improved outcomes for pupils especially those from disadvantaged backgrounds (Insight February 2020, HMI Report 2019). We continue to promote the use of high quality feedback through effective formative assessment focussing on teacher-pupil dialogue to aid pupils understanding of their learning and what they need to do to improve their progress and achievements.

**Providing focus and support targeted to learning needs**

Through Support for Learning & Pastoral Support we have identified and are addressing barriers to engagement and learning, in line with Additional Support Learning advice, Getting it Right for Every Child, and have customised programmes for young people who need support resulting in improved outcomes for vulnerable pupils and our lowest 20%.

**Promoting use of evidence and data**

Introduced an engagement and participation database to identify pupils not fully realising their potential allowing targeted intervention and improvement work. Deployed our highly effective monitoring and tracking system to successfully support improved attainment and wider participation and engagement in our strong co-curricular programme.

**Developing employability skills and improving positive and sustained destinations**

Prepared pupils for the world of work and employment giving them a firm foundation for their future via access to the ERC vocational programme and offering in-house support through careers advice and events for pupils applying to HE, FE, employment, training, modern apprenticeships. PTs Development continue to identify a wide range of new opportunities and courses to support pupils.

**Engaging families and communities**

Helped parents to support their child's learning and worked with teachers and partners to address the impact of deprivation, leading to demonstrable improvements in attainment.

**Working with partners to develop innovative approaches to tackling inequity**

Promoted innovation and partnership arrangements, including Collaborative Improvement Visits, ERC Vocational Programme, the SLC in-School courses, Social Mobility Foundation, Wider Access, , Mental Health and Support for Learning Partnerships.

**Developing professional learning and leadership at all levels**

Promoted career long professional learning opportunities in and out of school with high levels of teacher participation. CLPL has contributed to improved outcomes for pupils.

**Conducting and using research**

Collected and promoted the use of national and international research to provide succinct and accessible advice for teachers, encouraging professional enquiry & collaboration. We continue to develop S-6 tracking & publish a Pupil Standards and Quality (How Good Is OUR School) to further involve young people in decision making and evaluation.

**What is our capacity for continuous improvement?**

The key drivers of improvement continue to provide a framework to deliver school improvement, CLPL, for gathering evidence identifying where improvements are being made, and for influencing our future priorities. They are equally important and the links and connections across these drivers are essential to enabling sustainability of our improvement agenda. The tables in the report highlight the key intentions for 20-21.

**School Leadership**

Developing high performing leaders equipped to lead developments in an empowered system  
Improving the leadership skills of middle and senior leaders through career long professional learning, sharing good practice and collaboration

**Teacher Professionalism**

Developing skilled & confident teachers by supporting continuous professional development through a wide range of in-school and external activities

Promoted collaboration between teachers supported by Collaborative Improvement Visits, Increasing the range of career long professional learning opportunities in relation to literacy and numeracy, health & wellbeing, subject activities

Commenced the review of the Learning, Teaching and assessment Strategy, 2018-2020, re-aligning the targets with agreed school priorities,

Develop creative approaches to learning and teaching, including improving the quality of inter-disciplinary activities and engagement across departments

### **Parental Engagement**

Supporting parents to develop the skills and confidence to engage in, and encourage, their children's learning in school and everyday life

Parental engagement to enable and support early intervention

### **Assessment of children's progress**

Assessment and moderation – strengthen the consistency of data collection

Sharing of good pedagogical strategies to raise attainment

Further develop the means to raise attainment and close the poverty related attainment gap between the most and least deprived children

### **School Improvement**

Further develop approaches to school improvement which focus on the quality of education, across the curriculum

Using self-evaluation data, at all levels of the system, to identify strengths, areas for development, and plan for improvements

Increase the levels of pupil participation and strengthen the learner voice

Improve the mental health, wellbeing and resilience of children and young people through early advice, support and education

### **Performance information**

Further develop the variety of means to measure performance and impact

Improved data analysis and the use of data to inform planning for improvement.

### **A curriculum that provides the skills and attributes needed in a rapidly changing world**

Promoted the refreshed narrative for CfE with a focus on the four capacities: successful learners, confident individuals, responsible citizens, effective contributors, the principles, and values, provide the foundation for quality learning, teaching, and assessment; promoting positive destinations; and development of the full range of skills, attributes to encourage resilience in a rapidly changing world. Further details at <https://scotlandscurriculum.scot/>

### **Partnership Working**

Working in partnership with schools in ERC, we have sought to ensure our approach to staff empowerment is strengthened and our support for collaborative working promoted. This will include extending the reach, accessibility and impact of collaborative working across schools; local, regional and national levels. It will strengthen our professional practice and self-knowledge to ensure that the curriculum is relevant and dynamic. It will be achieved through teachers sharing best and innovative practice with colleagues in and beyond our school.

### **School Improvement Priorities 2020-2021**

The three year School Improvement Plan (2019-22) has been adjusted to take account of the changing educational landscape arising from COVID-19. This will impact on advice and timescales described within the National Delivery Plan, and the ERC Local Improvement Plan, 2019-22.

Planning for 2020-21 will focus on recovery and then continuity of provision under these changed circumstances.

## National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation 2019
1.3 Leadership of change	6	6
2.3 Learning, teaching and assessment	5	5
3.1 Ensuring wellbeing, equity and inclusion	5	5
3.2 Securing children's progress / Raising attainment and achievement	6	6

**Planning for improvement in a new context**

Coronavirus (COVID-19): Curriculum for Excellence in the Recovery Phase

Coronavirus (COVID-19): support for continuity in learning

**Appendix 7** provides an overview of some of our work with families during lockdown

The focus for recovery planning will be the management of risk to support staff, with a specific reference to: supporting pupil and staff health & wellbeing; transitions at all levels; identifying gaps in learning; closing the poverty related attainment gap; remedying the impact that there has been around the widening of inequalities of outcome experienced by our pupils. Our recovery planning priorities are manageable, measurable and linked clearly to achievable outcomes for learners. Staff will be supported to work in new ways, with time to manage this in their department during the academic year, 20-21.

- Develop teacher knowledge, understanding and confidence in applying assessment approaches for Curriculum for Excellence and National Qualifications (teacher judgements, moderation, recording and reporting).
- Improve teaching, learning, and attainment in literacy and numeracy drawing on best practices in teaching and learning.
- Continue to develop the curriculum through providing a broadly based, high quality education designed to enable all pupils to discover their strengths and to make the most of their talents within Saint Ninian's and beyond.
- Continue to deliver a very high standard of education which delivers improvement in attainment and achievement, promoting equity for all young people.
- Prepare young people spiritually, intellectually and emotionally, encouraging involvement in school life, and promoting opportunities to exercise leadership and personal responsibility.