

Saint Ninian's High School



Standards & Quality Report 2020-21

Dear Parents/Carers

Our Standards and Quality Report outlines our progress, impact and outcomes for 20-21, and presents a selection of next steps of what our school might look to develop and offer 2021-22.

It places at the heart of the document the implications for leadership and action. The Report reflects the achievements of 20-21 and ideas the 'next steps' in our Recovery Plan encouraging teachers and school staff to think creatively about excellence and equity in Saint Ninian's High School and how it might be embedded in our work and realised for all.

I encourage all those who share our passion for the education of our young people to use the Report as a tool to reflect on where our current trajectory is taking us, and to identify what needs to change in our classrooms, departments, and in our school now, if we are to develop an education system fit for purpose, 2021-22, and beyond.

The School Plan 21-22 is explicit in its focus on promoting wellbeing, raising attainment and improving learners' experiences taking cognisance of the ERC framework for recovery. We have linked the school's staffing and financial budget to identified improvement priorities, which are based on the school's vision, values and aims for our young people and which link directly to local and national priorities.

Thank you for your support.

John Docherty
Head Teacher



St. 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 and Moral Education Programme.

Our Aim

We aim to help pupils achieve their full potential in each aspect of their development – spiritual, intellectual, 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 all young people will develop as responsible citizens, successful pupils, effective contributors, and 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

Please see our School Profile, [here](#)

School Improvement Plan : Priorities 2021-22 (Year 3)

The 2021 National Improvement Framework, published in December 2020, revised the definition of excellence through raising attainment to better align with the CfE four capacities and reflect broader outcomes. The OECD review of CfE is due June 2021. Despite the challenges of the pandemic, we continue to meet the aspirations and needs of our young people, and that is what drives the improvement activities outlined in the 2021-22 School Improvement Plan.

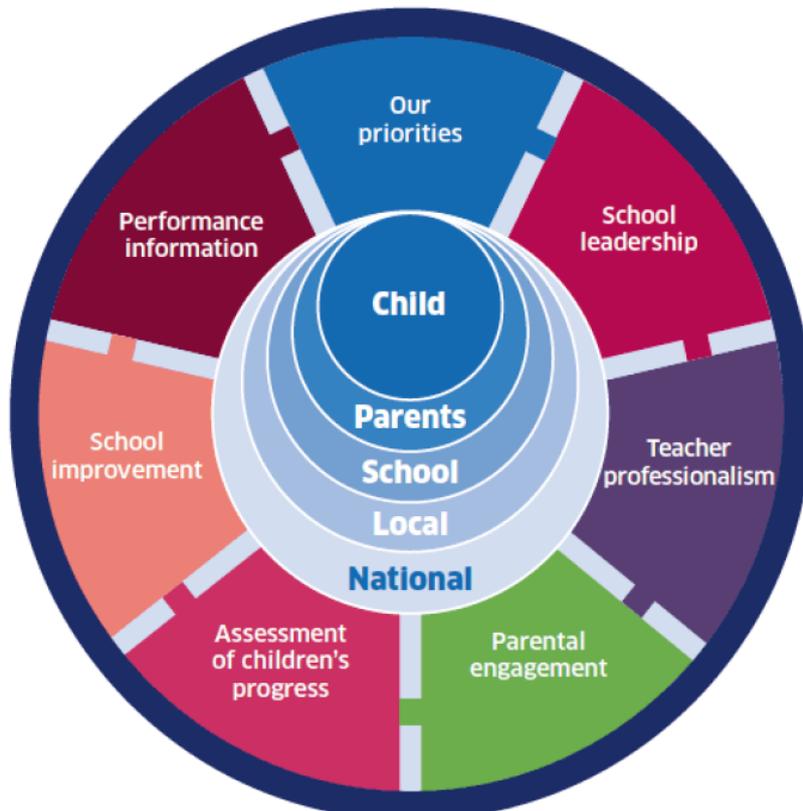
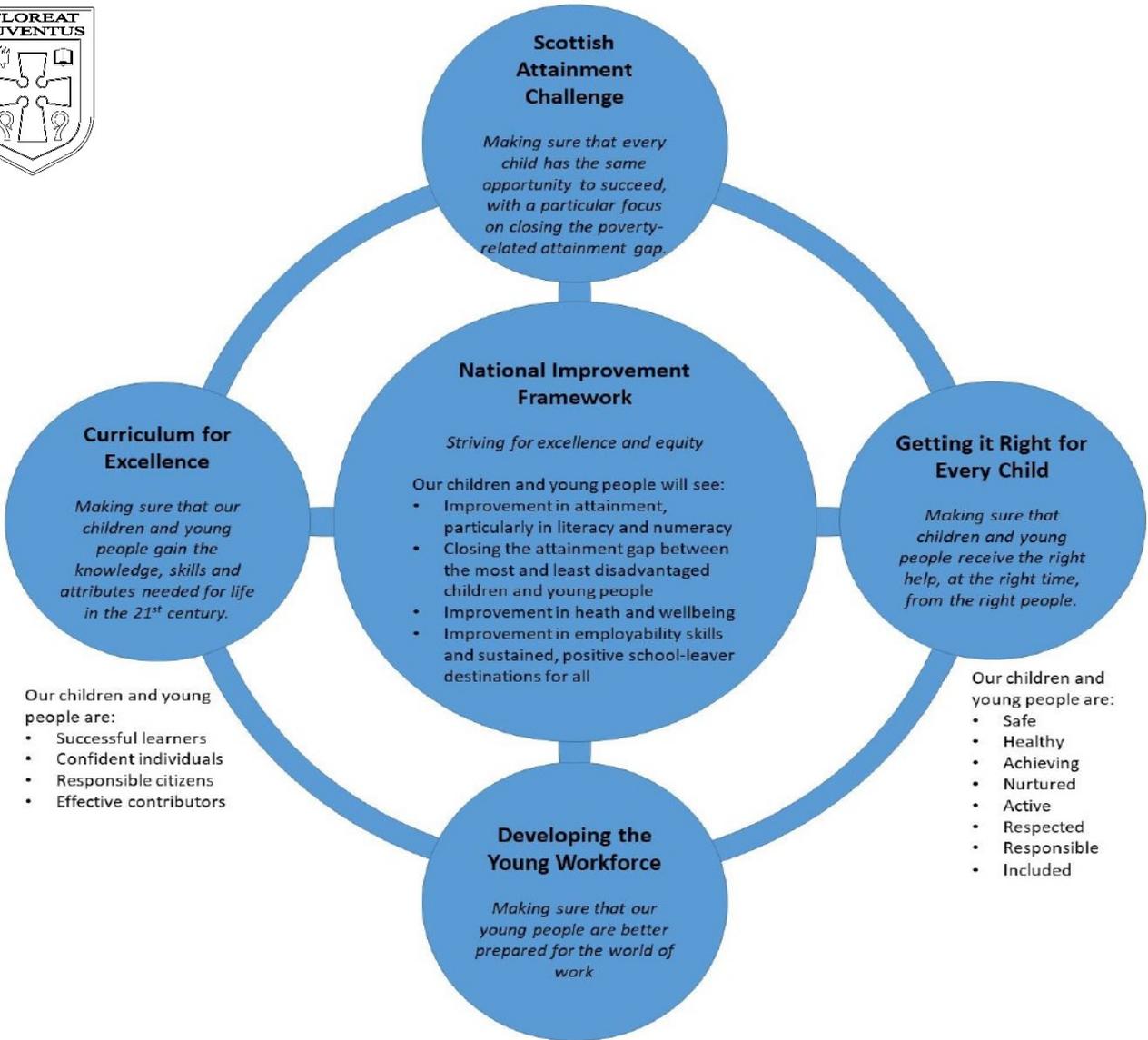
The Plan reflects the priorities outlined in the National Improvement Framework and Improvement Plan for Scottish Education, [here](#), and the ERC Education Department's Local Improvement Plan 2021-2024. Our Plan reflects the national and local recovery agenda and sets out the action we will take over the coming year to redress the impact of 2020-21 on our young people, assisting our teachers and staff to:

- exploit fully the flexibility of Curriculum for Excellence to meet better the needs of all pupils: **continue to develop the curriculum through a manageable and ambitious plan, 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 HS and beyond.**
- improve arrangements for assessment and tracking to provide personalised guidance and support throughout the learner journey: **develop teacher knowledge, understanding and confidence in applying assessment approaches for Curriculum for Excellence (Standardised Tests, SNSA, ACEL & National Qualifications) including teacher judgements, moderation and verification, recording and reporting processes ,and beginning a discussion on recommendations from the CfE OECD Review and the Priestly Report recommendations.**
- maximise the contribution of partnerships with other services, parents, and the wider community to enhance young people's learning experiences; **achieving equity post-covid-19** [here](#)
- improve further the use of self-evaluation and improvement approaches to ensure consistent high quality of provision: **improve teaching, learning, and attainment in literacy and numeracy, and draw upon best practice in teaching and learning and pedagogy across all subjects.**
- grow a culture of collaboration within and across ERC establishments and services to drive innovation, share best practice and support collective improvement: **raise attainment and achievement, promoting equity for all young people**
- promote the highest quality of leadership at every level in our school ensuring that the necessary improvements across all of our priority areas are achieved successfully: **prepare young people spiritually, intellectually and emotionally, encouraging involvement in school life, and promoting opportunities to exercise leadership and personal responsibility**

What the evidence told us: 20-21 and our intended next steps 21-22

The key drivers of improvement will continue to provide a framework to focus and structure our gathering of evidence identifying where further improvements can be made, ensuring we have the evidence sources to confirm our priorities, and to minimise unintended consequences. Each driver is equally important and the links and connections across these key areas are essential to enable continuous improvement.

The sections that follow set out a summary of ongoing activity from last year's plan with a selection of key improvement and recovery activities which have been captured from our work during 20-21 and examples for inclusion in the 'Next Steps' 21-22 section.



The Drivers of Improvement & Interventions for Equity

1. School Leadership

Promoting a culture of strong leadership at all levels and in a range of contexts, where teachers & staff are empowered to lead across a range of educational situations e.g. departments, curricular groups.

Embed a Professional Leadership and Learning (PLL) programme that offers professional learning activities (PLAs), encouraging collaborative work among peers and colleagues and a supportive coaching - mentoring environment to develop leadership approaches within the school & departments.

2. Teacher Professionalism

Continue to develop and improve professional and personal skills, and grow the confidence of teachers in using digital tools to enhance learning, teaching, assessment, and to further parental engagement.

To emphasise the importance of supporting staff health and wellbeing in light of COVID-19.

3. Parental Engagement

Ensuring that all parents and families are supported in their desire to be involved and engaged in their child's education throughout their learning journey.

For our families to have increased confidence in supporting their child in literacy and numeracy and where there is an identifiable additional need.

4. Assessment of children's progress

For our range of approaches to assessment to take into account the need to establish next steps in learning across the curriculum, with a particular focus on literacy and numeracy and wellbeing.

Continue to embed our self-improvement approaches to add value to the outcomes for our young people and raise attainment and achievement through improved learning, teaching and pedagogy.

5. School Improvement

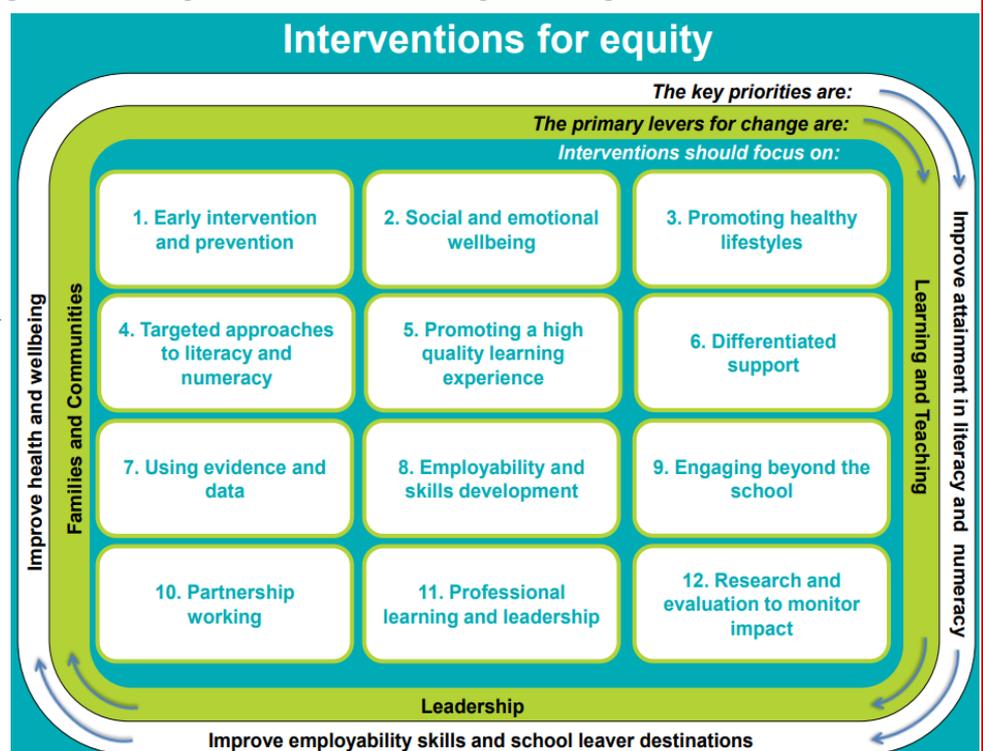
For all post-16 leavers to be well-supported and move into positive and sustained destinations.

Support teachers to harness digital technologies to enhance learning, teaching and assessment.

Support teachers and school staff to implement our recovery plan and to re-engage with, and re-energise, the cycle of school and departmental improvement.

6. Performance information

To gather and use performance information enabling interventions to secure improvement for all young people across the key national, ERC and school performance indicators drawing upon evidence published by EMIS, Insight and SQA.



Method of Gathering Evidence

Benchmarking the quality of work by EMIS, Insight, and using school data.

Moderation activities within the school, ERC secondary schools, cluster, and West Partnership

Surveys / Staff evaluations; pupil evaluations, parent evaluations over a range of areas / QIs

Observation programme of learning and teaching, where the focus is on the experiences of the users;

Tracking & Monitoring of attainment and achievement throughout the year/ Reporting schedule

Departmental evaluation: audit, production of departmental plan, standards and quality report

Audit of Digital Learning / Remote Learning : Education Scotland, ERC, School, Departments.

Focus group discussions with pupils, teaching and support staff, parents, users;

Information from partners such as educational psychologist, campus police officers, school nurse,

Community Learning, SDS personnel, vocational staff, HE/FE/ Local employers, etc.

Discussion & reviews with staff, informal and formal, PRD exercises, discussions within departments,

CLPL programme & outcomes, Departmental In-Service programme, review and updating of policies.

Feedback from staff, pupils and parents in forums and discussion groups: Inset day activities, Parent

Council meetings, focus groups of pupils, Pupil Council, Parents' Evenings Evaluations

Staff engagement in PLL events, attendance at information evenings, curricular events, virtual

Careers Evening, participation in national events, ERC events.

Professional mentoring, coaching & peer support programmes with newly appointed and NQTs

Participation of staff in the spiritual life of the school, Diocesan & Archdiocesan events

Feedback from parents through questionnaires, evaluations, focus groups, interviews, etc...

Partnership working events with other schools and agencies, employers, ERC, SQA, etc...

Impact of improvements to school infrastructure on pupil learning and wellbeing

Resources made available and purchased for use by pupils and staff

DYW data and events

Number of teaching and support staff employed to support improvement, attainment, achievement

Number of pupils involved in the wider life of the school

Number of parents involved in the life of our school- Friends of St. Ninian's, Parent Council.

Analysis of Pupil Reports - Full / Interim / UCAS / References / pastoral memos

Analysis of National Data (Insight) and ERC SQA results analysis / attainment S1-S6 analysis

Analysis of pupil engagement and behaviour (exclusions / referrals) / parental complaints

Links with ERC QIOs / QIMs / Directorate / ERC staff, external bodies: Colleges, Universities, SDS,

Psychological Support Services, etc..

Discussions with PTs on curricular improvements and staff involvement in planning for improvement at whole school, pastoral and departmental level

Participation in school, departmental, Local Authority and National CPD programmes

Review of staff induction programme and quality of communication with staff

Analysis of school timetable, staffing standards, support for workload, etc.

Weekly Bulletin – Information / memos / thanks / HT Memos / Focus for The Week

Parental & Pupil Booklets / Newsletters / Twitter feeds / Website information

Letters of thanks / congratulations & staff commendations

HMI documents / ES Documents & online Newsletters

National Improvement Framework and Improvement Plan: 2021, Scottish Government, 2020

Coronavirus (COVID-19): Scotland's Strategic Framework, Scottish Government, October 2020

Standards in Scotland's Schools etc. Act 2000 amended by Education (Scotland) Act 2016,

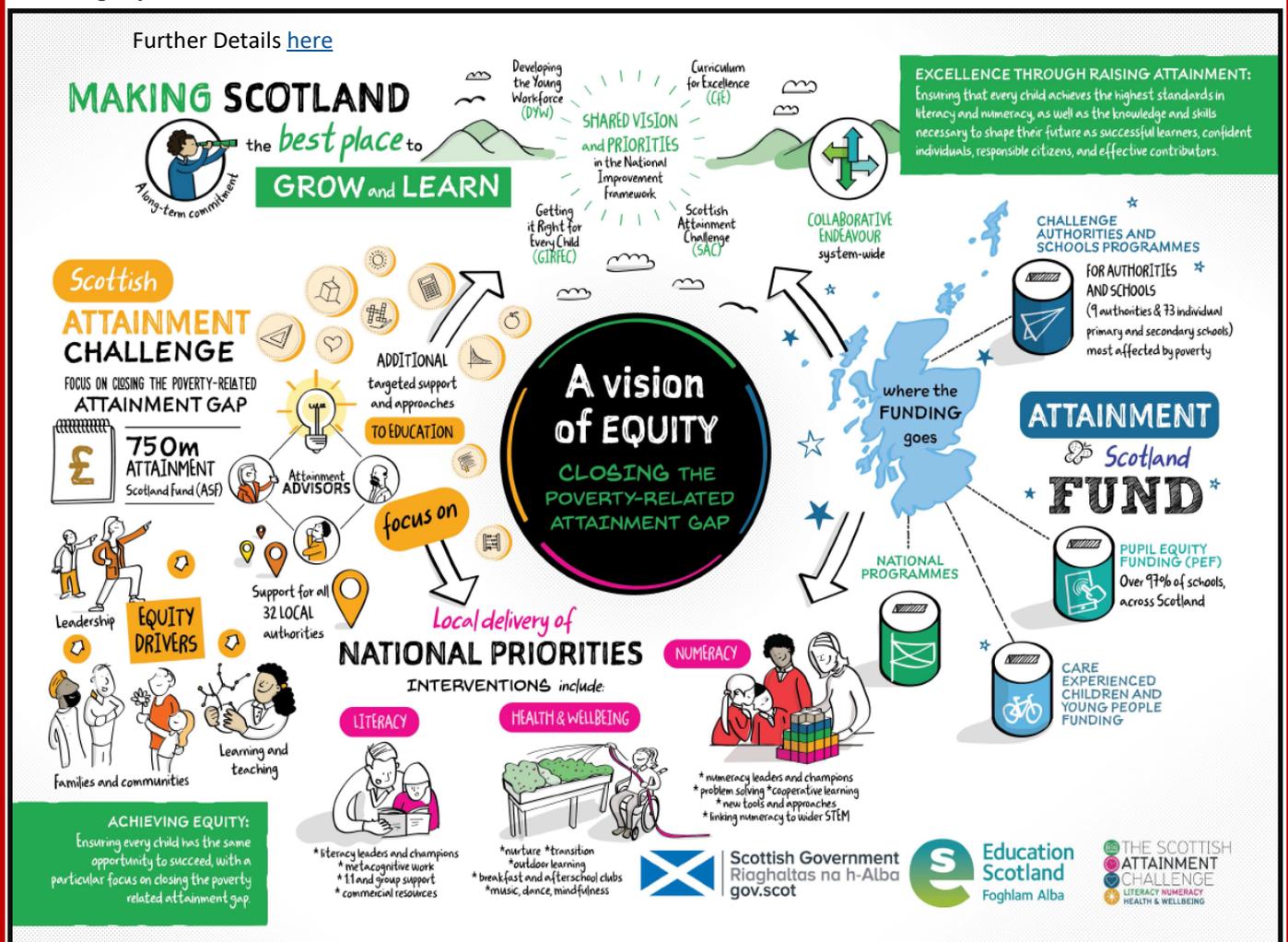
Schools in Scotland – summary statistics 2020, Scottish Government, December 2020

Young Person Guarantee No-one Left Behind, Initial Report, Scottish Government, September 2020

www.scotlandfutureforum.org/scotland-2030-future-schooling

[Addressing the poverty-related attainment gap 2018-20](#), part of the Chief Inspector Report briefings, based on inspection evidence gathered across schools

Scottish Government 'Closing the poverty-related attainment gap – a report on progress 2016-2021'. which illustrate the progress made towards closing the poverty-related attainment gap and the vision for equity can be accessed here [website](#).



How good is our leadership and approach to improvement?

(1.1, 1.2, 1.3)

Evaluation: 5

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in young people's health and wellbeing;
- Improvement in employability skills and sustained, positive school leaver destinations for all young people;

School Priorities

- Improve the quality of pedagogy, learning, and assessment
- Raise attainment and achievement, promoting equity for all young people
- Improve attainment in literacy & numeracy, SfL Plan 21-22 linked to ASL Implementation Plan
- 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 & Senior Phase

NIF Driver(s)

- School leadership: Professional learning & leadership programme/ professional learning activities
- Teacher professionalism: Digital, STEM, NQTs, SQA ACM, ES programme, ERC ACM, GTCS
- Parental engagement: SG Young Person's Guarantee, UNCRC, mental health & wellbeing
- Assessment of children's progress: Literacy and Numeracy recovery case studies
- School improvement: SCQF Qualifications, curricular pathways / learner pathways, DYW
- Performance information: 2019-20 SQA, Insight, ERC EMIS, Vocational Qualifications

Local Improvement Plan – Expected Outcome / Impact

- Improved attainment in the senior phase: SCQF Awards Leadership, Mental Health, Wellbeing,
- Improved reading, writing and mathematics attainment throughout the BGE: Literacy Appendix
- improved attainment of disadvantaged pupils: SQA results 20-21, Insight benchmarks
- Increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities: Hub, Mental Health, Wellbeing, ASN, partner services e.g. psychological, SDS,
- Positive culture in health and wellbeing: CBT, Counselling, Mental Health, Wellbeing, ASN,
- Resources which lead to improvements: Staffing budget, PEF, Recovery funding, Lowest 20%

Progress, Impact and Outcomes 20-21

School Leadership

Professional Learning and Leadership (PLL) [here](#) was delivered in a variety of ways. Teachers took on lead roles for remote learning with staff participating in school, ERC, and national PLL leadership programmes. Teachers and school staff worked together to share their expertise to support our online work. As a consequence of social distancing measures during the pandemic, all professional learning opportunities were facilitated online. There was a significant engagement from teachers in the online offers e.g. Digital Learning (ES, ERC, School). Feedback has been very positive with participants welcoming the opportunity to share challenges being faced and collectively identify solutions. Senior and middle leaders facilitated peer to peer collaboration online allowing colleagues to engage with each other in ways which suited them best at a time of great uncertainty, creating space and time for staff to come together, and to share their experiences and bring about new ways of thinking, acting and doing.

Teacher professionalism

We delivered a range of opportunities through our effective school PLL programme e.g. STEM learning and teaching, Digital Learning, alongside ERC and national programmes which looked at tackling the digital imbalance, poverty proofing our school, and online courses linked to SQA Standards, ES courses focused on deprivation, race, disability. Probationer teachers were invited to engage in the ‘Stepping Stones’ programme providing a rapid response to the closure of schools, offering a variety of professional learning opportunities for the target group of teachers in their first 4 years post-probation. The review of those who took part indicated increased knowledge, skills and confidence in areas identified by participants as requiring development. Discussions with DHTs and PTs ensured that all professional learning activities (PLAs) were of a consistent and high standard. Processes were established and in place to ensure online content was refreshed, PLA material was updated and the impact of implementation evident. Materials were developed and utilised for NQTS. Evaluations from PTs and NQT mentors highlighted that increased skill and confidence was evidenced through the courses taught.

Assessment of children’s progress: Literacy

Literacy interventions made a difference including through the use of additional support from the staffing budget (including PEF and Lowest 20%). When pupils returned in August, those who had poorer engagement or ongoing issues with self-isolation were identified by classroom teachers and offered additional support in the form of drafting folios. The N5 and Higher folios have since been elevated to 30% of the final estimate and so this was considered an effective way to deploy additional staff. This also enabled class teachers to continue with the slightly smaller main group in the classroom, ensuring that all pupils worked at an appropriate pace. Report available [here](#).

Performance Information

There has been a notable improvement in performance across all indicators of exam performance in the senior phase, S4 to S6. Across CfE levels there continues to be variations across literacy and numeracy. The percentage of school leavers achieving vocational qualifications has increased over 20-21, particularly at SCQF level 5 and 6 (equivalent to National 5 and Higher). Skills-based awards at level 5 and 6 have been awarded including skills for work, personal development awards, national certificates, and national progression awards. Details can be found [here](#) and [here](#).

We continue to develop teacher knowledge, understanding and confidence in applying assessment approaches for Curriculum for Excellence and National Qualifications: teacher judgement, moderation, verification, and recording and reporting. This is particularly evident through the work of PTs in their Subject Groups and DHTs and teachers involved in the 20-21 SQA Alternative Certification Model.

Next Steps 21-22

Teacher Professionalism

We will develop further our range of professional learning activities (PLAs) ensuring they be of a consistent and high standard. Processes will be established, and put in place, to ensure we utilise online content, that PLA material is updated and developed, and that the impact is evident. Increased teacher skill and confidence will be evidenced through course evaluations and in discussion with PTs / DHTs.

To support mental health and inclusion of vulnerable young people and their families during the recovery from COVID-19, addressing pupil/ family disparities. To support the implementation of GIRFEC for all learners (GIRFL), we will continue to focus support on mental health, wellbeing and ASN.

We will offer to provide professional dialogue and networking opportunities to teachers, opportunities for coaching and mentoring, and reflective discussion groups on key educational developments. Also on offer will be book groups focussed on promoting collaborative professional enquiry. We will continue to develop the 'Into Middle Leaders' and introduce the 'Leading Change' programme encouraging teachers at specific points in their career to engage in their own critical reflection to develop and extend their knowledge and understanding of leadership of learning, and leadership of change. We will encourage teachers to access the Education Scotland PPL Programmes, Teacher Leadership Programme, Supporting Teacher Leadership Programmes, and the post-probationer programme 'Stepping Stones' [here](#). We will encourage teachers to engage in the GTCS refreshed and revised Professional Standards 2021. GTCS has initiated a period of enactment support allowing teachers and others to engage, explore and understand the relevance of the Professional Standards before formal enactment on 2 August 2021. Teachers can access the GTCS interactive Standards to view and compare up to three of the Professional Standards 2021 side by side. Details are available [here](#) and [here](#). We will encourage teachers to seek GTCS Professional Recognition e.g. Leading Learning, where teachers gain recognition for their leadership in areas such as improving pedagogy, visible learning, STEM [here](#), Sustainability [here](#). This award illustrates the teaching profession's commitment to professional learning and the importance of continuing to recognise and celebrate the effort teachers make to enhance their skills.

School Leadership

Departments are encouraged to tailor their curriculum to meet the needs of every young person regardless of their background, ensuring they can achieve the aspirations of CfE. We will continue to extend our attractive and popular suite of SCQF Awards placing human development at the heart of our work. One of the notable developments in 20-21 was the range of SCQF course offering learning experiences encouraging a much broader and more rounded education. These courses help our students to develop a range of skills and positive values, and are grounded in real-world examples and practical opportunities empowering students with the attitudes and attributes for employability and life, identifying what skills are needed and why ([here](#)). Our on-going development will help create meaningful change shifting how we think about leadership and life skills. Our work has a focus on resourcing students with the knowledge and skills to deal with change, navigate uncertainty and stay well; skills that are not only of critical importance right now but set students up for success in the future. We can no longer let students learn key life skills organically, we need to help them to reflect and analyse so they are better equipped to lead themselves and others in the future. Life skills (e.g. resilience, ownership, adaptability, initiative, problem solving, communication), Leadership skills (e.g. self-leadership, leading others) Subject-specific skills (e.g. Maths, English, Science, IT). In our survey of pupils in S6 undertaking the very successful SCQF 6 Leadership Award, students identified that the life skills implicit in their work was about supporting people to learn how to think and learn; not what to think and learn. Enhance our learner pathways for young people with ASN that further promote high aspiration and ambition; see [here](#)

Developing The Young Workforce

To support young peoples' progression into positive destinations, we will assess and develop the delivery of work-related and work-based learning e.g. virtual work placement experience for learners in the current context of COVID-19 and the development of an online support offer illustrated by our very successful online Careers Evening. We will work collaboratively with SDS and partners to change the way in which we prepare and support leavers for work, developing the skills leavers need to thrive in the workplace. [Here](#) and [here](#) key employers talk about the need for schools to give leavers the skills to thrive, and give an insight into the skills that people are missing when entering the workplace. Through DYW we will emphasise emerging technologies, double down on 'the human edge' skills that are difficult to automate, and illustrate the flexibility to change careers if and when required, details [here](#).

UN Convention on the Rights of the Child (UNCRC)

We will encourage our young people to engage positively in their learning through the greater empowerment likely to come for young people through the adoption into Scots law of the UN Convention on the Rights of the Child [here](#). We are cognisant of current trends as well as the key challenges that they will face over the coming decades. Those changes will have far-reaching consequences across different aspects of society. We will support our young people to rise to the challenges and opportunities that the future offers. We will prepare young people for a world where fast-paced change will be the norm; technological change, the proliferation of artificial intelligence, automation and the internet. Digital technology will embed itself even more deeply into all aspects of our lives. This will bring new threats and new opportunities, such as the potential offered by digital democracy. Environmental change is another aspect we face; impacts from extreme weather events, on-going biodiversity loss, soil depletion, the unsustainable use of natural resources, destruction of habitats. The impact on humans; migration, poverty, political instability, refugees, social justice, are equally serious consequences of environmental issues that are confronting the wellbeing of society & their impact on the lives of young people.

The Young Person's Guarantee

The ambition is that, within two years, every person aged between 16 and 24 will have the opportunity to study; take up an apprenticeship, job or work experience; or participate in formal volunteering. We will expand our pupil leadership opportunities, working with a range of partners e.g. local employers our service to our community programme, Caritas Award, SCQF Leadership and Volunteering to improve education outcomes, career opportunities and life chances. We will build a network of volunteer mentors - drawn from alumni, parents, business, civic society offering tailored support to young people through school as lockdown eases. Students will be trained to develop strong relationships that are at the heart of our school's ethos.

Performance information

We will work with PTs to make effective use of data provided during transition primary to secondary and S2 [here](#). This will increase teachers' knowledge of pupil's prior learning, improve progression, support vulnerable pupils, and give a clearer view of how young people are achieving across the curriculum. Subject teachers will be able to illustrate through the new S1/2 Reporting System the progress of learners through the BGE, regularly refreshing the tracking system with updates. The system will allow teachers, and senior leaders, to benchmark over time. It will allow staff to compare the attainment of individual young people across all curriculum areas. There is growing evidence that our targeted tracking approaches are leading to very positive progress towards closing the poverty-related attainment gap. ERC and National data illustrates that many of the short and medium-term outcomes in our SIP have been achieved. These approaches provide the foundations for on-going, long-term progress.

How good is the quality of care and education we offer?

(2.2, 2.3, 2.4)

Evaluation: 5

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in young people's health and wellbeing;
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

School Priorities

- Raise attainment and achievement, promoting equity for all young people
- Prepare young people spiritually, intellectually & emotionally, encouraging involvement in school life and promoting opportunities to exercise leadership and personal responsibility
- Continue to develop the curriculum through a manageable and ambitious plan
- SfL Plan 21-22

NIF Driver(s)

- School leadership: ASN, Health & Wellbeing, SfL Plan 21-22, Pedagogy and assessment
- Teacher professionalism: ASN, Curriculum pathways, Partnership working. PLL opportunities
- Parental engagement: Health & Wellbeing interventions, ASL Report & Recommendations
- Assessment of children's progress: Literacy & Numeracy studies, Tracking, New S1/2 Reporting
- School improvement: Staffing budget, Recovery Budget, lowest 20%, PEF funding
- Performance information: Insight, ERC Standardised Test, SNSA

Local Improvement Plan – Expected Outcome / Impact

- ethos of high expectations and achievement
- culture of self-evaluation & continuous improvement
- A skilled and confident workforce
- A culture of professional enquiry
- Improvement in school leaver destinations
- Increase in the number of pupils, school leavers well-developed employability skills
- Increase the % of pupils celebrating personal achievements
- High levels of parental engagement

Progress, Impact, Outcomes 20-21

ASN interventions

As children's rights become embedded in all aspects of school life, we are increasingly using the voices of our young people to influence the interventions that improve their life chances. Those voices are evident in a wide range of school SfL approaches to tackling the attainment gap. Targeted staffing has allowed for materials to be developed for SfL support groups and for these to be led by members of the extended Support for Learning team. We now have an S1 Communication Comics resource, and an outstanding Reading for Comprehension resource for senior phase pupils. We have created a dyslexia strategies booklet as well as revision techniques. Staffing has allowed the provision of one-to-one and small group support to identified pupils. This has been vital in improving subject attainment, and building the confidence of the young people. The identification of department representatives has enabled the learner conversation programme to take place. This is a pro-active programme, run throughout the year, where each pupil with an identified ASN will complete learner conversation with one of our trained SfL teacher representatives. Staff received training on this during the inset day programme. The training of PSA staff to deliver the Together Better Readers programme has allowed us to begin our provision for an individual programme of support for our BGE pupils with barriers to reading.

Our Achieve Team runs weekly through the support of an external partner and is a valuable alternative pathway for many of our high tariff ASN young people. Through the Achieve Team they learn and develop key life skills, in an environment that is nurturing and supportive. The pupils through this course receive a Princes Trust award for their effort, commitment and hard work.

The school's robust approaches to tracking and monitoring young people's progress has allowed teachers to respond better to young people's needs and interests with regard to curriculum pathways within the BGE and the senior phase. The achievements and successes of our young people with additional support needs is regularly celebrated publicly in equivalence to attainment and exam results

Health and wellbeing interventions

Since the beginning of term 38 pupils engaged with Support for Learning receiving increased support and issued with 'coping tools'. This increased pupil capacity and resulted in less referrals to the YC service. During lockdown pupils received individual check in calls and provided with coping tools and resource packs including mindful art, breathing techniques and individual wellbeing check in cards.

Our PT Support for Learning completed the COSCA counselling skills course. Following this PLAs will be delivered to pastoral team as well as MHFA team. This will develop 'counselling' skills within these teams which are already being utilised to support pupils on a one to one capacity.

Mental Health First aid team (MHFA) team were involved in supporting pupils for individual 'check in's' following completion of Scotland's MHFA (full day) training course. Subsequent training has meant that MHFA staff use 'wellbeing check in cards' as well as different talking and listening techniques offered in CLPL. In addition two of the MHFA team are embarking on the COSCA working with children & young people: a counselling skills approach course. This training will allow for further targeted support and bespoke input for young people within St Ninian's High School. A team of S6 '**MH listeners**' have also been trained to support pupils one to one. Pupils attended a number of training sessions based on a toolkit provided by Anna Freud's Mentally Healthy Schools. Both MHFA staff and 'pupil listeners' are displayed on the prominent MHFA board within the school.

CBT counselling of 16 pupils have received support from I Quinn; 'Since I've worked with Miss Quinn I'm so much less anxious. I feel like I have ways of coping now and it's been a long while since

I've felt like this', S6 Pupil August 2020. During lockdown CBT sessions were offered to pupils via the phone, pupils previously engaged, as well as 7 new referrals taken on promptly.

S3 Mental Health Programme early intervention was focused on an evidence based programme to intervene in targeting low mood, negative thoughts and equip young people with a 'toolkit' to cope post-programme. During November and December 2020 all of S3 received a presentation during PSHE and following the programme completed the Warwick-Edinburgh wellbeing screener. Wellbeing data gathered for all of S3 to allow targeted interventions to take place. Based on the Warwick-Edinburgh scoring 36 pupils were identified as scoring low (below 40) in areas of satisfaction, affect, competence, relatedness and autonomy. This allowed for early intervention conversations and support to be offered. In addition, a number of these pupils will take part in targeted CBT sessions with I Quinn and PT Sfl. This is rescheduled for April 202 following lockdown. This will include CBT strategies and cognitive restructuring methods. Pastoral staff in their feedback noted the extremely positive outcomes of the exercise with the programme identifying pupils who had previously not presented with MH concerns.

Bespoke support groups were developed such as the Resilience Group with individualised support, developing emotional literacy, identifying mentor and routine. S1 and S2 Group was established, with parental and pupil feedback identifying intervention as a very valued support. Resilience scale (brief resilience scale) shows increased pupil capacity and overall resilience.

Articulate allowed pupils from a LAC background/turbulent family situation to develop graffiti art skills, working towards a bronze art award through Trinity College, London. The yearlong project helped develop confidence, self-awareness and creative skills within the young people. It was credited in a Scottish Government paper as a project which celebrated young people's strengths and allowed for creativity during the pandemic. With the Articulate Cultural Trust, in partnership with Abertay University, we developed and tested new ideas that will help contribute to a fairer Scotland for care experienced young people. The report is available on the Creative Scotland website. Details [here](#).

The Mindful Art programme was used throughout school year to support and identify 'coping tools' for young people are to support their own mental wellbeing. In addition, it was used individually during lockdown as well as to support vulnerable young people in the Hub. Our work was identified by Education Scotland as an example of sector leading practice in supporting learner's wellbeing.

PT Support for Learning was invited to support national outreach work with the National Museum Scotland delivering an 'online' mindful art session to support targeted families via Edinburgh Discover. This was viewed live by a number of families/young people and the video will be used as a future resource to support vulnerable families.

Education Scotland's Remote Learning National overview of practice highlighted our inspiring work which was identified by HMI as an example of effective practice [here](#) and which was gathered as part of our contribution to the national overview. The focus highlighted was on the entitlement of children and young people to due regard for their wellbeing and safeguarding.

Our holistic approach to tackling the attainment gap has been a factor in embedding the culture and ethos of equity in our work, engendering a collective ownership of change. Supported by PEF and Lowest 20% staffing, our efforts and decisions have been made closer to the individual. It has created the conditions for decision-making more tailored to the needs of specific groups, and individual pupil's. It has enabled precise, targeted and co-ordinated interventions within our holistic and integrated approach. The approach is strategic, adaptive to emerging need, and accurately targeted for those who need it most, whilst maintaining its long term vision of equity and excellence. The impact of professional learning has been found to be outstanding, with a wide range of sector-leading interventions impacting positively on pupils and families.

Next Steps 21-22

Teacher professionalism:

ASN: Address further the needs of young people with additional support needs identifying and addressing the recommendations arising from the Scottish Government's response to the actions that came out of the Morgan Review of implementation of additional support for learning, and which are reflected in the improvement actions set out under each driver. Available [here](#).

The challenge is in translating that intention into practice for all our young people who face different barriers to their learning across a range of different home and learning environments. The review of the implementation of additional support for learning (ASL) made recommendations about how to enhance the educational experiences of young people with additional support needs. This includes ensuring that the achievements and successes of children and young people are fully recognised and celebrated. We will utilise the national measurement framework for additional support for learning (ASL) to be developed by 31 October 2021. We will monitor progress made against the actions from the ASL Review with our first checkpoint by October 2021.

Our work will contribute significantly to our school's ethos around meeting the needs of young people with ASN, will further align and embed the policy of ERC's presumption of mainstreaming, enhance provision offering more flexible and individualised pathways, improve and expand resources for use in mainstream, professional develop the skill teachers and support staff, improve educational outcomes, and inform the performance audit for outcomes for pupils with ASN.

Mental Health & Wellbeing: We will integrate into our work the new Scottish Government online mental health professional learning resource for all school staff. The aim of the resource is to provide foundation knowledge to all school staff to support children and young people's mental health and wellbeing. The resource will also provide signposting for staff to specialist services that can support children and young people. This will be made available by Spring 2021.

Parental Engagement

We will work with wider stakeholders in areas such as health, social work and the third sector have provided vital services for young people to support them in their education e.g. mental health services

We intend to further develop into a range of bespoke ASN events targeting parents in area– literacy, numeracy, mental health, career pathways with College engagement, use of digital support available via school. This is a key feature in our 2021-22 SIP and SfL Plan [here](#) and we believe will make a significant difference to the provision of support for learning within SNHS here. There is evidence from our evaluation that our home-school link work is having an impact on outcomes and a very a positive impact on wellbeing and engagement in our school. The Hub experience during both lockdowns has been highly commended by parents with a number of letters and personal cards expressing thanks.

Performance Information / Assessment of children's progress: Data competence

To will further develop our benchmarking and tracking toolkit using data to understand trends in outcome measures over time. Using evidence-based quality-improvement approaches, we will share learning, apply good practice across departments. Supporting departments to build up their data analytical, evaluation and quality-improvement skills will make evidence-based decisions more effective and consistent where there is a need for action across different subjects and different measures. The autonomy and flexibility provided by the use of the school's budget has empowered PTs and teachers to deliver bespoke and creative approaches for learning, tailored to the specific needs of the learners.

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

(3.1, 3.2)

Evaluation: 5

NIF Priority

- Improvement in attainment, esp. in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged
- Improvement in young people's health and wellbeing;
- Improvement in employability skills and sustained, positive school leaver destinations for all young people;

School Priorities

- Develop teacher knowledge, understanding & confidence in applying assessment approaches for CfE & Qualifications including teacher judgements, moderation, profiling, & reporting
- Improve teaching, learning and attainment in literacy & numeracy
- Continue to develop the curriculum through a manageable and ambitious plan
- Raise attainment and achievement, promoting equity for all young people.

NIF Driver(s)

- School leadership: School Leaver Destinations 2019-2020, DYW Plan, Laudato Si, UNCRC
- Teacher professionalism: Digital Learning, Learning for Sustainability, Race Equality,
- Parental engagement: Digital Learning, ASN, Poverty related barriers.
- Assessment of children's progress: Focus on Numeracy case study, SfL Plan 21-22
- School improvement: Pupil Consultation, CfE Review OECD [here](#)
- Performance information: Insight 2019/20. REACH.

Local Improvement Plan – Expected Outcome / Impact

- Curriculum enables all to achieve
- Support & develop the personalities, talents, mental, spiritual and physical abilities
- Increase opportunities for pupils to develop knowledge, understanding & the skills for life & active participation in a global multicultural society & Scotland's place in it
- Focus on Getting It Right For Every Child
- Partnership working ensures smooth transition from primary to secondary, and secondary to positive & sustained destination
- ASN Needs of young people addressed

Progress, Impact, Outcomes 20-21

Insight National Benchmarking Measures: February 2020

Outstanding national 2019/2020 leaver attainment and destination data here. A summary for leaver destinations indicates the very consistent performance when viewed against the comparator schools with a breakdown of the 2019/2020 leavers by destination [here](#). ***“The one thing that stands out is the performance of the highest 20% of leavers. It is unusual to see a gap of this size for this measure as it is usually ‘saturated’ due to there not being more tariff points available. It highlights the importance of a challenging S6; the strong performance at AH level and the wide range of qualifications on offer.”*** Challenge questions are available for each of the national benchmarking measures which we will use to support key targets for the School Plan 2021-22. Amongst the most impactful collaborations were partnerships with universities and colleges helping strengthen opportunity for pupils e.g. REACH programme, building capacity in the candidates, supporting evaluation of impact, and support for care experienced young people.

Numeracy

On return in August pupils who had a poor engagement during the lockdown last year were extracted to work in small groups to support them in getting back on track. This was achieved using targeted staffing. A schedule identified the pupils requiring support in each topic and staff were deployed to go through the material with them. Covid self-isolators were dealt with in the same way. Teachers were able to continue with the work of the class while targeted staff worked with absentees to bring them up to speed and cover what had been missed. This helped minimise the impact of poor engagement and self-isolation. We have provided one to one support to long term absentees or pupils who were on a reduced timetable due to physical or mental health issues. Pupils were timetabled with a Maths teacher when they have been able to come into school and this has allowed them to complete coursework for National 5 and Higher or work through units required for National 4. We extended this support to pupils who had reduced their timetable to focus on a smaller number of subjects and “doubled up” in Maths. The purpose was to try to increase attainment as these pupils tended to be borderline or failing in Maths. The targeting of staffing has enabled a bespoke offering of online work during the lockdowns. Each pathway had their timeline in place and lessons were produced for each Maths path rather than a general set of lessons for each course. Staff were deployed into development teams to create online lessons and resources which were used during online learning and for pupils who did not return to school due to shielding etc. This amounted to approx. 60 video lessons per week being produced. Pupils who self-isolated this year have benefitted from having video lessons, resources and advice from the bank of materials produced. We have used staffing to work on topics taught out with the lockdowns to build a bank of materials which can be used in the future. This will provide an excellent resource for pupils who are absent for any length of time or allow pupils to re-visit the main teaching points from a lesson or topic. Details [here](#)

School Leaver Destinations 2019-20

We know that education is not just about exam results. It also aims to improve pupil’s health & wellbeing and support wider outcomes such as vocational qualifications, apprenticeships, life skills, employment, & sustained positive destinations. Covid-19 has affected pupils in many ways, including their learning, wellbeing and economic circumstances. The document here illustrates the significant contribution of staff in planning, delivering and supporting leaver destinations, working well together especially during the pandemic. Collaboration delivered a highly effective response during these challenging circumstances. Our success reflects the importance of working with partners; SDS, Colleges, ERC,

employers, together tackling issues which affect pupil's life chances and outcomes. Our curriculum offers pathways, opportunities, and outcomes beyond exam results. It recognises and promotes the broader aims of CfE and values the wider achievements of our pupils. Invaluable work is done through DYW via subjects and PSHE. Vocational education continues to capture the ambition of our pupils with a wider range of qualifications available. The number of leavers achieving vocational qualifications has increased over this period, particularly at SCQF level 5 (equivalent to National 5) with a focus on skills for work, personal development awards, national certificates, and national progression awards.

Digital Learning

The impact of Covid-19 increased the focus on wider outcomes associated with digital infrastructure and connectivity, support to pupils and families, teaching provision, and quality of learning and professional support for teachers & school staff. The use of digital technology gave parents an increased understanding of their child's learning. It also facilitated engagement through digital parent forums e.g. Parent Council. Building digital capacity, especially for those experiencing digital poverty, will continue to be a core element for 21-22. Details available [here](#).

Pupil Consultation

In reviewing the 20-21 Plan, our young people acknowledge that the outcomes they are achieving across their subjects and co-curricular opportunities are broader than exam performance. Our leavers were emphatic that the top three most important things they achieved in their time at school were: qualifications to get into college/university, skills to help get a job, and life skills. The development of their self-confidence was also rated as highly important. Our focus groups found that outcomes such as 'learning wider life skills', 'being happy and confident' and 'getting a good job', were important. Discussions in focus groups with parents and carers also acknowledged the need for pupils to achieve what they need at school to excel in life. This includes both academic and wider achievement and being confident, conscientious, committed, and happy individuals. We will review our policies associated with recognising achievement and celebrating success, SCQF Awards: Volunteering, Mental Health & Wellbeing.

THE PROGRESS TOWARDS CLOSING the poverty-related attainment gap

1 ACROSS SCOTLAND ATTAINMENT GAPS ARE NARROWING between the most and least disadvantaged

2 EMPOWERMENT through SAC and Attainment Scotland Fund (ASF) is closing the poverty-related attainment gap

3 Widespread FOCUS ON EQUITY SYSTEMIC CHANGE in terms of CULTURE AND ETHOS increasingly evident

4 IMPROVED WAYS OF WORKING

5 COVID-19 and school building closures has had an IMPACT

CONCLUSION Closing the poverty-related attainment gap IS NOW MORE IMPORTANT THAN EVER

Scottish Government
Riaghaltas na h-Alba
gov.scot

Education Scotland
Foghlam Alba

THE SCOTTISH ATTAINMENT CHALLENGE
LITERACY NUMERACY HEALTH & WELLBEING

POSITIVE INDICATIONS of PROGRESS across the country

PISA 2018 - background has less of an impact on attainment now than it did in 2009

STEADY BUT VARIABLE PROGRESS over 5 years across the 11 NIF measures

POSITIVE IMPACT EVIDENT IN SCOTLAND'S MOST DEPRIVED COMMUNITIES

STRONG FOUNDATIONS created to help achieve the programme's long-term outcomes

9 in 10 SCHOOLS report an improvement in closing poverty-related attainment gaps

BETTER USE OF DATA

WORK COLLABORATION AND PARTNERSHIP

IT IS A LONG-TERM OUTCOME THAT REQUIRES ONGOING COMMITMENT AT NATIONAL AND LOCAL LEVEL

Further Details [here](#)

Next Steps 21-22

Developing The Young workforce (DYW)

Our curriculum will reflect the importance for pupils having access to different learner pathways, opportunities and outcomes beyond exam results. We will continue to make available relevant and diverse courses, awards, and qualifications to our young people. However, better data is needed to understand if other outcomes, like wellbeing and confidence, are improving.

We will increase curricular opportunities available through partnerships with departments, colleges and employers, reflecting the ambitions in CfE. These include pupils achieving Foundation Apprenticeships and pupils studying for qualifications through courses at Colleges. These alternative qualification routes are now embedded in our pathways programme ensuring that young people are pursuing a path that is best for them, and achieving targets set by the Scottish Government's skills ambitions.

Learning for Sustainability

There is a need to track the number of learners who are engaging with Learning for Sustainability and therefore gaining a broad range of knowledge, skills and values associated with real world challenges and opportunities. Ensuring learners are accessing a broad range of skills and knowledge is central to learners gaining the four capacities at the heart of Curriculum for Excellence. The Learning for Sustainability (LFS) self-assessment tool provided by the SCQF supports schools to identify their awards and qualifications as LFS-relevant. The Scottish Government will work with the SCQF to monitor the number of LFS relevant awards as we review our offerings. This information will allow the Scottish Government to monitor associated enrolment and attainment and ultimately the prevalence of LFS in the senior phase of the curriculum. For future LFS work, our LFS Working Group has spoken with the pastoral team to develop lessons for the 21-22 PSHE schedule. The intention is to use the Goals to frame these lessons for all year groups, to deepen the pupils' awareness of their place and responsibility in an increasingly interconnected world, forming just, and true global citizens. **Laudato Si School Scotland** (*On care for our common home*) will be used to further embed ecological education into the RE curriculum framed around the papal encyclical 'Laudato Si'. Themes identified [here](#).

Race equality

With the incorporation of the UNCRC into Scot's law, there is a need to ensure that teachers and staff understand how to respect and protect children's rights. Nationally, a number of sources highlight that young people are not experiencing an education where race equality is consistently embedded across the curriculum and Black and minority ethnic history and heritage are not successfully and sensitively delivered through learning. This is underpinned and exacerbated by national reports of racism and racist bullying which remain unaddressed. We will continue to develop our work with pupils, parents and staff taking account of these national concerns. Details [here](#).

Parental Engagement

We will promote opportunities to share practice and collaborate through relevant online platforms to support young people and families during 2021-22. We will build on developed approaches to ensure barriers to learning are minimised, supporting pupils to achieve well. We will continue to address poverty-related barriers seeking to mitigate the impact of poverty on family life e.g. partner with SVDP of St. Cadoc's Parish to allocate financial support for families, offer help with uniform, provide access to IT, long-term loan of resources for music, etc. We will work with parents informing them of our plan to implement the relevant recommendations arising from the national Additional Support for Learning Action Plan. Details [here](#).

National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	5	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	5	6

School Improvement Priorities 2021-2022

Our shared vision for education in Saint Ninian's High School is to deliver excellence and equity for all, closing the poverty-related attainment gap, ensuring every young person has the same opportunity to succeed. Over the two years of our 3 year improvement cycle (2019-22) there has been demonstrable progress on a number of long-term measures to close the gap. This is a commitment that has been supported by a system wide, collaborative endeavour between teachers and school staff, in partnership with ERC Education staff, to make our school a place where young people grow and learn to be the best they can be. In our 21-22 Plan here, we have identified the key priorities and targets which will continue to be developed and promoted within an empowered system where everyone's contribution is heard and valued and the best outcomes for young people are at the heart of everything we do, striving to achieve:

1. Excellence through raising attainment: ensuring that every young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors; Our work will continue to reflect both the vision and holistic approach of Curriculum for Excellence (CfE). The 'excellence' component of the NIF vision statement is viewed through the prism of our emphasis on human excellence, with the 4 capacities of CfE, designed to produce a more rounded education with broader achievements being recognised alongside academic attainment ensuring that every young person has the skills and knowledge necessary for today's world, and that of the future.

2. Excellence through achieving equity: ensuring every young person has the same opportunity to succeed, with a particular focus on closing the poverty related attainment gap. We aim to deliver both excellence in terms of ensuring young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every young person thrives and has the best opportunity to succeed, regardless of their social and economic circumstances or additional needs.

We have gathered a strong body of evidence that demonstrates significant progress is being made towards closing the poverty-related attainment gap, here, and here, and that the improvement and intervention strategies being deployed are having a highly positive impact. Departments report that they have seen an improvement in closing the gap in attainment as a result of supported approaches. This Report provides an overview of what that evidence tells us about the progress made 2020-21, illustrating our relentless focus to close the poverty-related attainment gap. Finally, our work through 20-21 reinforced our vision that in Saint Ninian's High School our ultimate aim is to plant a seed of true wisdom, knowledge and goodness in the hearts and minds of our young people. Our vision and prayer is that this seed will fall on the rich soil of their intelligence, talents, gifts, generosity and compassion, and that it will produce its crop a hundredfold in the way they live and in what they achieve in the future.