

Standards and Quality Report (August 2019)

St Thomas of Aquin's RC High School



Self-Discipline

Teamwork

Trust

High Expectations

Openness

Mutual Respect

Achieving Excellence

Success

St Thomas of Aquin's Roman Catholic High School is a learning community which ensures a safe, supportive and enjoyable environment where pupils, staff, and parents are inspired and motivated to work hard for one another to fulfil the God-given potential of all pupils

Context of The School

St Thomas of Aquin's RC High School is a denominational secondary school which serves the area of southwest Edinburgh. The school draws most of its pupils from Holy Cross, St Mary's, St Peter's, and St Mark's primary schools. The wide catchment area stretches from the Pentlands to Granton, and with a varied social mix in the catchment, St Thomas' has a strong comprehensive character. The school is committed to the education of the whole child, body, mind, and spirit, in order to ensure that all our pupils fulfil their God-given talents. The projected school roll for August 2019 is 774, although the notional capacity of our building is set at 750. Our S1 and S2 roll is capped at 140 per year. The Senior Leadership Team consists of the Head Teacher, 2 Depute Head Teachers, and a Business Manager. In session 2019-20 there will be 10 Curricular Leaders, 3 pupil Support Leaders, and 1 Support for Learning Leader. The Parent Council provides collegiate and constructive support to all aspects of school life.

Quality Indicator 1: Leadership of Change

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Progress and impact

Developing a shared vision, values & aims relevant to the school and its community

St Thomas' is committed to that the highest possible attainment levels, highest levels of Literacy and Numeracy, highest rate of sustained positive destinations and wellbeing for all pupils. Staff, parents, and pupils share a passion for closing the attainment gap between the most and least disadvantaged pupils at St Thomas' and ensuring that the school is open, trustworthy, mutually respectful in achieving the best for all pupils. In session 2018-19, the Headteacher led staff, parents, and pupils through the completion of a year-long revised school's vision and values process and the school is now actively articulating the vision and values throughout the school community. A school values poster has been completed and sent to all S1-S4 families. June and August 2019 assemblies have begun to shape how the collegiately formed values are acted out within the school community. All staff have been given an A3 poster to be placed in all learning areas and formal school letters and senior leadership team emails all showcase the values. In the 2019-20 school improvement plan the school will develop a system to track and celebrate pupils' achievement within the context of the school's vision and values.

To celebrate the 100 years of Scottish Catholic Education, St Thomas' has worked with a visiting artist, Louise Fraser. Louise has worked with the entire S2 year group to plan and create a school Mural celebrating St Thomas as a compassionate and inclusive Catholic secondary state school. Staff and parents were also asked to support the creative plan of the mural and The Scottish catholic Observer wrote about the school mural in early January 2019. The mural was completed and presented to the school in June 2019.

The high expectations of and care for pupils at St Thomas' is very good. This can be exemplified in the S1-S6 attendance figures that are above the CEC average (3rd highest in Edinburgh Secondary schools) as well as the continued reduction of pupil exclusions. The school community is embracing restorative practice CPD and is supported by the BrBIBb staged intervention policy. Through an in-house S1-S6 tracking system and integrated support team communication all staff are aware of the social, cultural, and economic background of all pupils and the school greatly benefits from an inclusive and forward thinking ethos.

St Thomas' engagement with parents is open, respectful, and based on mutual trust. Parents are supported through information evenings, parents' evenings, or individual meeting with the integrated pupil support team and the senior leadership team. As Headteacher, I ensure the highest standards of communication are in place - weekly parent briefing emails, the use of twitter, a school App that links with the school website and Twitter account, and termly updates on the school website. The continuation of the Key Adult programme for all S1-S6 year groups ensure that there is a timetabled system for the pupils and staff at St Thomas' to share ideas and have time to ensure a collegiate pupil voice is heard and acted upon.

Strategic planning for continuous improvement

The school has a very close partnership with the cluster primaries and a good communication system with a significant amount of other primary schools (around 20 per year). These systems ensure that smooth transition procedures which support the wellbeing and attainment of P7 and other pupils transferring to the school are in place. In session 2018-19 the school has adopted a file maker Proforma to systematically share information of pupils coming to the school.

Staff at St Thomas' are committed to the educational success of pupils and this is exemplified by the revised faculty planning for subject areas shared on the school website and the many clubs staff offer at the beginning, during and at the end of the day. Staff are involved in leading the Pupil Council, chairing working groups in the areas of positive behaviour, learning and teaching, and equalities and ethos. Staff also plan and implement engaging outdoor learning experiences and invite visiting guest speakers which adds to the shared learning experience at the school. There is a commitment from all stakeholders, pupils, parents, staff, and outside agencies to continue to work collegiately to improve the school.

St Thomas engages systematically in effective quality improvement and moderation activities to improve the outcomes for all pupils. Faculties use SQA data, Insight data, and HMIe benchmarking information to assess and moderate learning and to identify priorities which will lead to improvement in outcomes for pupils. Through 2 formal learning visit slots in September and May, the school has a precise understanding of the quality of learning and teaching in the school and has evaluated the quality of learning, teaching, and assessment as Good for 2018-19. For the 2019-20 the school wishes to improve the collegiate leadership of learning, teaching, and assessment by implementing a May collegiate learning system based on staff sharing classroom pedagogy with one another. In session 2018-19, the S1-S6 tracking system continues to be shared with all staff to support pupils' interventions and the school is ready to roll out the new Edict tracking in session 2019-20.

The senior leadership team and the leadership team have worked strategically and collegiately to ensure that the school continues to develop, promote, and sustain an aspirational vision that places all pupils at the centre of the decision making-process. Staff have a very good understanding of the school's strengths and areas for development within the context of the National Improvement Framework and are developing their understanding and leadership of Quality Indicators of 1.3, 2.3, 3.1, and 3.2. Improvement plan themes are collegiately identified by the senior leadership, leadership, and staff teams, and parents have been involved very early on in the 2019-20 school improvement planning cycle. Staff have Impact Folders in which key strategic and operational information is stored to support their analysis and evaluation of school improvement – CEC returns, school improvement updates, draft policies, and policy updates. The Senior Leadership Team and the Leadership team collegiately analyse and evaluate SQA exam, Insight data, CFE Level data, CEC quality indicator returns, and the evaluation of the school improvement plan. All staff are aware that the data will support identifying improvement areas which will help to close the attainment gap between the most and least disadvantaged children in the school. The school improvement plan is systematically supported by CATs, DATs, and in-services which facilitates practitioner enquiry to maximise opportunities for all teaching staff to improve their practice. The senior leadership team has worked very closely with the Pupil council and the Parent Council to ensure that the voice of pupils and parents are translated into sustainable and effective practice in the school. Staff are invited to showcase their work at Parent Council meetings and the Headteacher meets with several parent council sub-groups to support parents understanding of school improvement agenda.

Implementing improvement and change

The senior leadership team, the leadership team, and staff members fully embrace the necessity for a collegiate culture at St Thomas. Over the last 3 years the whole school community, pupils, staff, and parents have worked together in order to have in place a very good ethos that puts all pupils at the centre of a compassionate and inclusive educational experience. There is very good partnership working with outside agencies to get it right for every child and there is continued collaboration with the Parent Council and its sub-

in supporting the improvement of the school. The interconnectedness of this collegiate approach ensures the whole school community is aware of the improvements needed to develop, enhance and ensure impact in attainment and achievement.

The leadership team meet monthly to discuss the strategic leadership and management of the school to ensure there is an ownership of the school's improvement by senior, faculty, and pastoral leaders. The whole staff, through a variety of communication lines (email, website, twitter, and staff briefings) are kept up to date with HMIe guidance, CEC initiatives, and school improvement analysis and school attainment data. The senior leadership have an open-door policy for staff to come and discuss their views, future planning, and CPD requirements. In session 2018-19, Curricular Leaders have taken up an invitation to participate in senior leadership team meetings. The Headteacher liaises with staff every Friday morning to brief them on the running of the school and emails parents on Monday with a school briefing; he also walks round the school daily to informally speak with staff and pupils to capture the day to day experience of the school. Through an open and transparent school negotiating committee, St Thomas has a balance of whole school collegiate and Faculty learning time which supports self-evaluation and allows staff to contribute to the plans for continuous improvement. Each CAT is linked to a school improvement area and identified in the school improvement plan.

Next steps:

Implement Edict for S1-S6 year groups

Audit Faculties DYW links to support career education standards

How Good is Our School Quality Indicator 1.3 Level 5 (Very Good) illustration:

Developing a shared vision, values and aims relevant to the school and its community: We are committed to ensuring that we achieve the highest possible standards and success for all learners. All staff show commitment to shared educational values and professional standards. Senior leaders provide strong leadership which has enabled our school and wider community to develop, promote and sustain an aspirational vision which underpins our continuous improvement. Our vision evolves through ongoing reflection and debate across the school and community. As a result of this active collaboration, the school and community have ownership of the vision, values and aims. These are shaped by our clear understanding of the social, economic and cultural context in which children, young people and their families live alongside our awareness of current policy and practice. Through effective leadership at all levels, our school community works together to turn the shared vision into a sustainable reality.

Strategic planning for continuous improvement: Senior leaders create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. We ensure proposed changes demonstrate the interconnectedness of the school and community in improving learning and outcomes for children and young people. Senior leaders effectively guide and manage the strategic direction and pace of change. They take good account of assessment of risk to ensure we follow through on strategies for achieving change. We protect time for professional dialogue, collegiate learning and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement.

Implementing improvement and change: Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work. Senior leaders in our school community promote and support innovation, creativity and practitioner enquiry which lead to positive change. They work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners. We continually reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement. Staff, learners and partners engage regularly in critical and creative thinking. As a result, children and young people have developed increased capacity to respond and adapt to change. Practitioner enquiry and creative approaches are integral to the thinking and practice of staff, pupils and partners. We have effective strategies in place to monitor and evaluate the impact of changes on outcomes for learners and the work of our school.

Green highlights refer to the identified statement being "live" in St Thomas.

Headteacher Christopher Santini August 2019

Quality Indicator 2: Learning, Teaching, and Assessment

- Learning and Engagement, including use of digital technologies
- Quality of Teaching
- Effective use of Assessment
- Planning, Tracking & Monitoring

Progress and impact:

Learning and Engagement, including use of digital technologies

The relationships at St Thomas between pupils and staff are very good. This can be exemplified by the high attendance rate of pupils at St Thomas, the survey returns from pupils within the Key Adult programme, and from parents at information and parent evenings and through calendared learning observations in September and May. There is clear and consistent evidence that pupils experience opportunities which support their independence and ownership of learning. Many Faculties have embedded courses and tasks which ensure pupils' take responsibilities for their learning; for example, The Sports Leader course in PE, the Language Ambassadors leadership experience in Modern Languages, the bronze, silver, and gold Duke of Edinburgh award, The S6 Caritas award in RE, the S1-2 STEM courses in Science, and the enterprise projects in S2 Business Studies courses. Throughout PSE courses, Pupil Support Leaders ensure that pupils and parents have the detailed advice and expertise to support decisions and transitions when pupils are choosing courses in S3 and for S4 National Qualifications. A good range of extra-curricular activities in music, art, sports, science, maths, and Duke of Edinburgh helps to develop and enhance pupils' confidence. The Pupil Council, S6 Leadership opportunities, and senior volunteering and mentoring opportunities provide a framework for building pupils' resilience by being given responsibility to lead events which make a positive impact in the school, local, and global community. Science, Social Subjects, and Modern Language fieldtrips support pupils in a range of learning contexts to continue to enhance confidence in achieving the very best they can.

The continued refinement of the school's curriculum, course choice system, and coursing timeline is supported by discussions amongst pupils, parents, and staff and their opinions help continue to accessorise the flexible learning pathways for all learners. The school provides a wide range of opportunities so pupils' can take responsibility for their own learning, successes, and achievements. Pupils are at the centre of personalising their curricular subjects when transitioning from the Broad General Education to the Senior Phase. The school offers as many flexible progression routes possible within the constraints of the 58 teaching staff working in the school. The Integrated Support Team ensure that pupils have access to professional advice from SDS, College, and University programmes, and community-based youth groups and charities help support their decision-making about their next steps

The Pupil Council, chaired by an S6 pupil meets monthly throughout the year and pupils lead on agenda items and decision making supported by the pupil voice in Key Adult classes. In the last 2 years, the pupil council has supported the building of a bike shelter, planning and implementing water fountains being installed, analysing school policy developments, refining the use of pupil planners, and identifying the need to reshape some of the PSE delivery in the school. In 2018-19, the S6 Leadership team identified, planned, and implemented fundraising for an Edinburgh based inclusion charity and ensured that the school community were aware of the charity's focus and work, the S6 managed to raise over £1200.

The planning and implementation of the primary transition days exemplifies the commitment that senior leaders, integrated support leaders and staff have for pupils, families, and other stakeholders to ensure that pupils learning, wellbeing, and achievement are at the centre of the school systems. On average, we work with over 20 primary schools every year and a new personalised e-profile has supported streamlining the detailed transition information for all pupils coming to St Thomas'. Through partnership with

associated primaries, SDS, Edinburgh College, UCAS, ASL services, Educational Psychological Services, we have developed transition arrangements that place the needs of learners, including those requiring additional support and in line with legislative requirements, at the centre. With the school's percentage of positive destinations reaching over 96%, the partnership working with SDS in our 16+ learning meetings is collegiate and very effective.

The school is aware that it needs to audit, develop and enhance digital literacy at St Thomas. There is good practice in some Faculties with regards to the use of I pads, interactive smartboards, and systems such as Microsoft Teams to support the learning, engagement, and attainment of pupils. The school has purchased laptops to support individual classes and Faculties with the use of technology to improve learning. A further 30 CGI laptops will be purchased to continue to support a digital literacy experience in all Faculties that has Equity of experience as a core value. The school will continue to share its good practice in ICT and identify ways to support the purchasing of digital technology to enhance the quality of learning through the new Curricular Leader of Computing Science starting in August 2019, the implementation of the school's ICT refresh, and redrafting the school's ICT policy.

2.3 Quality of teaching

The school's learning and teaching group uses evidence from learning visits, collegiate sharing pedagogy visits, and 2.3 Quality Indicator Faculty returns to identify the areas of strength in the school and the next steps we need to move to Very Good. For session 2018-19, the learning visits have focused on inclusive classroom practice with evaluations being shared during October. Learning and teaching in the school has a wide range of good practices – good planning, a lesson structure which offers clear instructions and expectations, very positive staff-pupil relationships supporting the positive nurturing and aspirational vision the school has for learners, individual, paired, and group work activities, staff being confident in their use of skilled questioning, and the use of plenaries to measure success criteria. The school has shared good practice in session 2018-19 with regards to assessment is for learning and all Faculties have revised their S1-S3 subject plans and have placed the plans on the school website. The Headteacher has remodelled the Learning and Teaching working group to support the Depute Head Teacher who has strategic lead in this area. In session 2018-19, a Curricular Leader has been given operational chair of the learning and teaching working group and a plan has been shared amongst the HT, DHT, and CL focussing on 4 key learning, teaching, and assessment priorities as well as redrafting the school's learning, teaching, and assessment policy.

The school has identified co-ordinators in Literacy, Numeracy, and Health and wellbeing who participate in the learning, teaching, and assessment working group. In 2018-19, the school pupil body was surveyed regarding the wellbeing indicators. The survey showed strong evidence from pupils that they feel safe, respected, and included at St Thomas' and returns also showed that a focus on nurture is a needed for going forward.

The school continues to support colleagues in taking on SQA marking experience. Through sharing SQA good practice at Leadership meetings, Faculty meetings, and departmental activity time, there is clear evidence that the confidence from the SQA experience supports the planning of learning, teaching, and assessment in most Faculties. This expertise will continue to support the quality of teaching in the school and the raising of attainment at the school.

Effective use of assessment and planning, tracking and monitoring

The Faculties at St Thomas' continue to enhance the planning of S1-S3 learning experiences in all subject areas whilst also developing the required changes in identified National Qualification examinations. The S1-S3 plans, shared on the school website, identify to parents and pupils the type and regularity of assessment which supports the judgements Teachers make in the tracking and reporting of pupils. For session 2018-19, the Headteacher asked all Faculties to prepare a S1-S3 assessment timeline so pupils and parents can plan accordingly for the amount and frequency of assessment. This will be shared with pupils and parents on the school website during session 2019-20. The S1-S6 Tracking and reporting systems in place have a clear intervention process from Pupils Support Leaders and Depute Head Teachers. Pupils who are experiencing difficulties are supported through meetings with PSLs and DHTs in which parents are welcome to attend. This exemplifies how the planning, tracking, and monitoring of pupils at St

Thomas' is supporting the continued high levels of attainment. Building on from last year's good practice, the Depute Head's tracking S4-S6 spreadsheets and the prelim analysis meetings supports the ongoing monitoring of pupils' progress and ensures that the school has clear information on pupils' attainment across all curricular areas.

The school has implemented a Key Adult/Universal support structure since October 2017. Through a collegiate process, the Key Adult co-coordinators led by the Depute Head of Support have written a comprehensive Key Adult programme which gives pupils the opportunity to discuss their learning and next steps with an adult who will know them well. The school's Key Adult programme builds upon the good work that exists in Faculties and especially in the PSE programmes where pupils review their own learning and plan for next steps through learning conversations and structured target setting. Both systems continue to enhance the support given to all individuals and supports the school in continuing in closing the attainment gap between the most and least disadvantaged children.

Through partnership work with Skills Development Scotland pupils in P7-S1 receive group SDS support, S2 pupils' experience a one to one interview and S4-6 targeted pupils are also supported which helps prepare and support their personalisation and choice transition from the Broad General Education to the Senior Phase and beyond. This supports the high percentage of pupils, from different SIMD deciles, in reaching positive and sustainable destinations which stands on average at around 97%. The Integrated Support Team, through the individual learning profiles and educational plans support identified pupils very well, especially pupils allocated to the school's secondary resource provision.

The school has strategically and structurally planned for pupils who are finding it difficult to attend full-time education at St Thomas'. The Senior Leadership Team and the Leadership Team implemented an S3 and S4 database of pupils who could miss out on National Qualifications. The tracking and monitoring structure supports transitioning PEF pupils from S1-S3 coaching into the senior phase. There is a collective responsibility from almost all staff to ensure that the needs of every individual are supported, and their wellbeing is at the centre of staff planning and action.

The school is building upon the 2017-18 CAT session which provided good opportunities for staff to develop children and young people's skills for learning, life and work in motivating contexts for learning. The school has already identified areas of good practice in Faculties in identifying skills for life and work – the PSE programmes, S1-2 STEM lessons in Science, Graphic Communication and Design and Manufacturing and Physical Education programmes. In March 2018, the whole teaching staff were taken through the recommendations of 'Developing Scotland's Young Workforce' in the context of the Standard for Career Education and skills development of our learners. In sessions 2017-18, and 2018-19, the Business Manager led career events for S3-6 pupils with support from business, colleges, universities, and charities invited. The school will continue to build upon this event in session 2019-20 by linking it with the senior curriculum information evening and work with the parent council.

Next Steps:

- Roll out collegiate process for May learning visits to support all colleagues participating and learning from one another
- All CLs/IST Leaders to complete a 2.3 learning, teaching, and assessment Faculty evaluation to support school CEC 2.3 return
- Revisit Co-operative Learning strategies through CAT sessions
- Audit staff ICT skills and write a draft ICT policy

How Good is Our School Quality Indicator 2.3 Level 5 (Very Good) illustration:

Learning and engagement: The ethos and culture of our school reflects a commitment to children's rights and positive relationships. Our children and young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. They understand the purpose of their learning and have opportunities to lead the learning. Our learners are successful, confident and responsible. They contribute effectively to the life of the school and wider community in a range of well-planned activities. They know that their views are sought, valued and acted upon.

Quality of teaching: Our teaching is underpinned by our shared school vision and values. We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies. Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.

Effective use of assessment: Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. Across our learning community we have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum.

Planning, tracking and monitoring: We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. Learners are fully involved in planning learning. As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas. This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

Green highlights refer to the identified statement being "live" in St Thomas.

Quality Indicator 3: Ensuring wellbeing, equality, and inclusion

- Wellbeing
- Fulfilment of Statutory Duties, including presumption of ASN for Looked After, unless assessed to the contrary, and specific arrangements for support to improve outcomes
- Inclusion and Equality

Progress and impact:

Wellbeing

The school community has worked collaboratively and collegiately to support the wellbeing of young people at St Thomas'. St Thomas' has a comprehensive understanding of pupil wellbeing and in the dignity and worth of every individual, and this understanding has been formally articulated through updating the school's vision and values. The relationships at St Thomas' are built upon the long-term care and wellbeing of pupils and these relationships are prevalent throughout the school. Through the re-evaluation of the school's equality policy and procedures, the ethos and vision of the school promotes equity for all pupils and ensures that if discrimination is experienced it is challenged. Staff work with pupils and parents to get it right for all involved. Through work from the learning and teaching working group, pupil council meetings, the Headteacher's take 5 meetings with pupils, and the pupil wellbeing survey, the school has robust evidence exemplifying that pupils have very positive relationships with adults in the school whom they trust and can talk to if needs be.

The implementation of the Key Adult programme in 2017-18 has strengthened the positive relationships between pupils and staff. Pupils have more platforms in the school to voice their opinion, whether this is in the classroom, in Faculties, or at whole school level. The school supports and encourages pupils becoming more involved in decision-making and Key Adult Time, the pupil Council, Take 5, and the S6 Leadership team are examples of how such involvement is formalised. The school has well-embedded systems in place to promote wellbeing across all aspects of the life of the school which include the use of wellbeing forms, using the Getting It Right for Every Child planning procedures and practices, access to the school's counselling service and breakfast club, lunch-time and after school clubs, and the library service.

The integrated support team, through a strategic weekly meeting, support the universal and targeted needs of all pupils through detailed individual pupil profiles and plans. Plans involve specific guidance for staff to enhance the learning experience to overcome learning barriers. The integrated support team ensure targeted support programme, Toe by Toe, SRA, and SEAL help pupils to improve their attainment. Through the integrated support team's meetings, PSLs, SfLL, and DHTs collegiately work with staff in planning for at-risk pupils. The tracking of Looked After, Young Carers, along with pupils with a disability, health issue or social and emotional needs helps support individual pupils with positive and proactive measures to remove barriers to learning and provide an inclusive education. The school has a partnership with Place2be to support the wellbeing of pupils, parents, and staff in terms of counselling services.

The school's better relationships, better learning, and better behaviour policy with its emphasis on restorative practice, conversations, and getting back on track staged intervention procedures is led by all staff and has made a significant impact in the positive relationships amongst staff, pupils, and parents.

Fulfilment of Statutory Duties, including presumption of ASN for Looked After, unless assessed to the contrary, and specific arrangements for support to improve outcomes

The school's GIRFEC model ensures that legislative requirements are in place for all children with additional support needs and who are LAAC or Young Carers including specialist input where required, e.g., support from Educational Psychological Services, Educational Welfare Services, CAHMs, 6VT, Place2Be, and Community Learning and Development. Parents are central to the child planning meeting process at St Thomas' and along with pupils are fully involved in the decisions about learning plans and interventions. Child protection and Seemis data recording are in line with guidelines.

Inclusion and Equity

The school is improving the outcomes for pupils in the school, be that through SQA exam results, an increase of the positive destinations or the achievement of pupils through the curricular and extra-curricular experiences planned at the school. Through very good relationships in almost all lessons, the multi-layered support systems planned by the integrated support team, the weekly Key Adult programme, the pupil-centred assemblies led by Deputies and Pupil Support Leaders, and daily welcome of pupils and weekly briefing email to staff and parents by the Headteacher, the school has a shared understanding of how important the inclusion of every pupil is in making the school the very best it can be. The school continues to enhance its understanding of the Shanarri indicators through using wellbeing forms, morning, lunch, and after school support, subject, and sports clubs, pupil voice experiences, and Pupil Council meetings. The school has revised its positive behaviour policy through a collegiate process led by 2 members of staff. The better relationships, better learning, better behaviour working group has implemented a staged intervention process and better relationships, better learning, better behaviour cylinder poster which supports positive and supportive relationships in the context of providing the highest quality of learning. The working group has worked with staff, pupils, and parents to implement a learning culture based on mutual respect and high expectations. The BrBIBb group have led staff through restorative training sessions which has supported the development of a "Back on track" restorative conversation template. The school community also exemplifies the importance of how mutual respect and high expectations through local, national, and international fieldtrips, sporting and musical events, and formal and informal recognition of pupil achievements and attainment.

The school S1-6 tracking systems are in place to support the improvement of all pupils' attainment at the school. With the school's universal support system and Key Adult programme, pupils have access to meaningful learners' conversations with a staff member at all tracking and full reporting dates. Attainment at St Thomas' continues to generally outperform its virtual comparator in terms of S4-6 attainment (please see the October attainment report). The positive destination statistics for session 2018-19 stands at 97 %. The school's Pupil Equity Funding plan has implemented 3 coaches (staff members) to support S1-S3 pupils who have identified in the PEF context. Coaches meet with pupils on a monthly basis to support literacy, numeracy, and health and wellbeing strategies. The planned learning and nurture hub has been implemented and is run by a newly appointed developed Pupil Support Officer who works strategically with the PEF coaches to ensure pupils in S3 and S4 who may be at risk of missing out on National Qualifications are holistically supported.

The school is ambitious for its pupils' and our young people are better prepared for the world of work through the experience they have at St Thomas'. Pupils enjoy attending the school and can express why they enjoy the school, who makes an impact in their lives, and what the school needs to do to continue to improve. Pupils' feel supported in making suitable, realistic and informed choices based on their skills, strengths and preferences through a PSE transition programme in S2, S3, and S5. The Pupil Support Leaders, Support for Learning leader, and Depute Heads ensure that pupils have more than 1 positive destination plan in place on their departure from St Thomas'.

Next Steps:

- All CLs/IST Leaders to complete a 3.1 Ensuring wellbeing, equality and inclusion Faculty evaluation to support school CEC 3.1 return
- Ensure that “Wellington” and Care Experienced” funds are utilised to support the attainment and achievement of identified pupils
- IST, RE, Science Faculties to update Call to Love programme with the use of SCES in line with PSE HMIe advice

How Good is Our School Quality Indicator 3.1 Level 5 (Very Good) illustration:

Wellbeing: As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child and young person as an individual with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives.

Fulfilment of statutory duties: We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.

Inclusion and equality: We ensure inclusion and equality leads to improved outcomes for all learners. All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement. We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.

Green highlights refer to the identified statement being “live” in St Thomas.

Quality Indicator 4: Raising attainment and achievement

- Attainment in Literacy and Numeracy
- Attainment over time
- Overall Quality of learners achievement
- Equity for all learners, including specific reference to Looked After children and other Equity cohorts

Progress and impact:

Attainment in Literacy and Numeracy

The 2019 February updated insight data shows that St Thomas' Literacy and Numeracy at SCQF Level 4 is above the virtual comparator and that SCQF Level 5 is on par with the virtual comparator. Overall the school's literacy and numeracy levels continue to be very good. The school has continued with the literacy, numeracy, and HWB co-ordinators linking with the learning and teaching group for session 2018-19. Literacy, Numeracy and HWB are actively promoted across the school with icons displayed in each classroom as a visual prompt.

Maths Week Scotland, Number Day and National Numeracy Day have all been recognised with whole school events to raise the profile of numeracy. A booklet to support consistent approaches to the teaching of numeracy across the school is in place. Parents of S1 pupils at risk of not achieving Level 3 Numeracy are invited to a parental engagement event at the school. This provided an opportunity for parents to ask questions regarding the curriculum or specific learning needs. In line with teaching methods introduced at Primary level, the Mathematics department have implemented SEAL strategies within the lower ability sets taking into consideration barriers to learning.

The school continues to provide SRA classes to pupils who have a standardised reading score of 85 or under and this programme is co-ordinated between Support for Learning and the English Faculty. Class sets in Maths and English are constructed to allow identified sets a smaller pupil teacher ratio to support the needs of pupils. All pupils in S1 complete a reading and research unit which uses resources from most subject areas to teach them skills useful for pre-reading and research. This allows pupils to develop literacy skills relevant for all subjects. The English department have also developed IDL projects with Science (S1) and Social Subjects (S2) which enable progression in research and writing skills. In pupil profiles (S1-S3) pupils are given the opportunity to comment on how the skills they have developed in English are transferrable to other subjects.

In terms of S3 Numeracy and Literacy, there has been a steady improvement in the percentage of pupils achieving 3rd level numeracy or better over the last three years. There has been a significant improvement in the percentage of pupils achieving 4th level numeracy following the restructuring of S3 courses in session 2016/17. Pupils achieving level 3 literacy remains high for all areas and is above the City-wide percentage. There has been a significant improvement in the percentage of pupils achieving 4th level reading, writing, listening and talking due to greater use of benchmarks and increased confidence in understanding the benchmark.

Attainment over time

The attainment at St Thomas' is very good and the results over the last 3 years compared to the Virtual Comparator exemplify this. Throughout the last 3 years I have completed the school's attainment reports it is notable that the school is outperforming the virtual comparator school in many of the identified areas. The school has self-evaluated learning, teaching and assessment as Good and is focussing on the consistency needed to achieve Very Good. There is a significant uptake of staff working as SQA markers which help

support our pupils' understanding of courses and assessment standards. Curricular leaders and staff are using Benchmarks to support professional understanding of Curriculum for Excellence BGE Levels. There is a strategic approach to coursing by the integrated support team and deutes heads and a revised coursing timeline is now in its third-year to ensure deadlines are met timeously.

The senior leadership team, curricular leaders, and the integrated support team know the pupils of St Thomas' very well. Deutes track their year groups using the school's tracking system and use a collegiate staged intervention process to help pupils who are underachieving whilst also celebrating pupils who are performing well. Curricular Leaders have their individualised tracking systems in place and liaise well with pupil support leaders to ensure the needs of learners are met and early intervention packages are implemented where need be. Key Adult time is used to discuss tracking/reporting results with each pupil. Learning conversations between staff and pupils supports pupils requiring additional support to improve attainment at all levels.

The school has implemented an attainment analysis programme that ensure all Curricular Leaders meet with the Headteacher to analyse the SQA Data in August. The Headteacher then meets with individual Faculties to meet all staff to discuss attainment. Post prelim and estimate analysis are shared with all teaching staff giving an overview of pupil performance to be evaluated with SQA exam results.

The school is very pleased with the continued improvement in the positive destination statistics. In 2016-17 the school achieved a positive destination statistic of 95%. The 2017-18 statistic of 98.5% was the best in the City of Edinburgh and exemplifies how all pupils benefit from a school working for the needs of all learners.

Overall Quality of learners achievement

The Headteacher emails parents on a weekly basis and this engagement strategy often includes pupil successes and achievements. The Acting Headteacher and Science Faculty have Twitter accounts which also celebrate the success and achievements of pupils. Through the St Thomas' annual Junior and Senior Awards pupils' achievements in the Curricular areas, Sports, the Arts, and Charity work are recognised and celebrated. The school uses accreditation in Caritas, Duke of Edinburgh, and YPI to ensure pupils undertaking charity work are positively recognised within the school. This involves pupils from S2 through to S6. The school has introduced a weekly Key Adult time and this format allows the school to share pupils' achievements. The school newsletter shared with the school community three times a year specifically celebrates the work of pupils in all Faculty areas. Pupils at St Thomas' are given the opportunity to be successful, confident, and responsible in the life of the school, the wider community and as global citizens. This is evidenced by a variety of charity works, fieldtrips, and events held in and out of school.

Equity for all learners, including specific reference to Looked After children and other Equity cohorts

St Thomas' is closing the attainment gap in S4 when comparing the cohort's attainment versus the virtual comparator (using complementary tariff scores, by SIMD). 40% of the cohort reside in SIMD 9 and 10 and the high attainment of these two deciles has a significant pull factor on the rest of the cohort. However, the school is closing the attainment gap in S4 compared to that of the virtual comparator.

In S5, the graph has a more complicated look, however the school is closing the attainment gap in S5 compared to the virtual comparator (using complementary tariff scores, by SIMD). There is a difference of 400 tariff points between the pupils in decile 1 and 2 with pupils residing in SIMD 9 and 10. The virtual comparator has a slightly greater difference between SIMD 1 and 10.

In S6, the school narrows the gap between SIMD 1 and 10 compared to the school's virtual comparator. The fluctuations in SIMD 1 to 6 shows and the attainment results at National 5 and Higher Level suggests to an issue the school has with the coursing and completion of courses for S6 pupils. Learning conversations with pupils to further support pupils who have barriers to learning, and focussed work to develop skills. Development of free-standing units tailored to the needs of pupils. Offering a range of extra-curricular opportunities in Drama and Music open to all pupils.

Some examples of how Faculties support groups and individuals facing barriers to learning, including poverty are: In Social Subjects, attainment for the lowest 20% has been targeted by inclusion of 'People and Society'. Currently in the development stage, this gives S5/6 pupils the opportunity to achieve an N4 qualification and allows progression to discrete Social Subjects at N4 or N5 level where appropriate. Environmental Science is also offered in S3 for the lowest 20% to achieve a science at N3/N4 level. In Expressive Arts, Art Packs for All 2017-2018 was very successful. It has supported some of our most able students who attained top marks, along with supporting those pupils who may well have not managed to complete a N5 through poor attendance. It has empowered those pupils who know they are on the cusp between a N4 and N5 the chance to dedicate their own time to improve standards.

The school continues to support all pupils with the universal system of weekly Key Adult classes. A targeted system is in place throughout S1-S6 pupils in the form of the counselling service Place2be service. The school has in place supported classes for pupils such as toe by Toe, SRA, and Speech and Language classes. With staff being supported through inclusive classroom techniques, pupils also are supported with their learning through S6 pupils volunteering in lessons, after school study clubs, and Easter school revision classes.

Next Steps:

- Use of Edict to support Faculty enhancing their understanding of achievement of a level
- Implement Edict system as a means of tracking and reporting for St Thomas' for all S1-S6 reporting and tracking analysis.
- Identify areas for improvement in the delivery of literacy and numeracy at all levels of the school
- School values employed in celebrating the achievement of all pupils through awards ceremonies and Key Adult assemblies

How Good is Our School Quality Indicator 3.2 Level 5 (Very good) illustration:

Attainment in literacy and numeracy: Learners make very good progress from their prior levels of attainment in literacy and numeracy. We have raised attainment in literacy and numeracy for all learners.

Attainment over time: Across all curriculum areas we have raised attainment continuously over time and/or maintained consistently high standards of attainment for all learners. Learners make very good progress from their prior levels of attainment. Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition. The attainment of individuals and groups has improved consistently over time.

Overall quality of learners' achievement: Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.

Equity for all learners: We have effective systems in place to promote equity of success and achievement for all our children and young people. We have raised the attainment of all our learners and in particular our most disadvantaged children and young people. All our learners consistently move into sustained positive destinations when they leave school.

Green highlights refer to the identified statement being "live" in St Thomas.

Quality Indicator: The Curriculum

Rationale and design
Development of the curriculum
Learning pathways
Skills for learning, life and work

Progress and impact:

Rationale and design

The aim of St Thomas' curriculum is to fully prepare all pupils at St Thomas' to take their place in a modern society and economy through experiencing a challenging and engaging curriculum. The curriculum will provide a framework for pupils to gain knowledge and understanding in a breadth of curricular areas and develop their skills for learning, skills for life, and skills for work. St Thomas' curriculum is coherent, relevant, and inclusive which allows a pupil to progress from S1 through to their specific leaving year experiencing high quality learning and teaching which will lead to a positive destination.

St Thomas' curriculum aims to develop a coherent, relevant, engaging and inclusive pupil experience that builds on prior learning so that pupils become successful learners, confident individuals, responsible citizens, and effective contributors. The curriculum supports pupils to achieve high standards in literacy and numeracy and ensure they experience a holistic framework in health and wellbeing. The school is committed to closing the attainment gap through a curriculum that enables pupils to progress through and achieve CfE levels and National Qualifications when they are ready to do so. Pupils will experience a curriculum model that has a distinct Broad General Education (S1-S3) and Senior Phase (S4-6). Pupils will move from experiencing 19 subjects in S1 and S2, to 14 subjects in S3, to sitting 7 National Qualifications in S4 and 5 National Qualifications in S5. In S6 there is a range of flexible pathways to support the individual needs of pupils to ensure the best positive and sustainable destination beyond St Thomas'

Development of the curriculum

The Broad General Education (S1-S3)

In S1-S3, pupils will experience a broad range of subjects in S1 and S2 with personalisation and choice occurring in S3. Courses and programmes will generally follow Level 3 and Level 4 experiences and outcomes and, where appropriate, National 5 outcomes. The Broad General Education at St Thomas' supports pupils to experience breadth and depth in the 8 curricular areas. In S1 and S2, pupils will experience as full a range of subjects within curricular areas as possible in line with the staffing complement of the school. In S1-S3 Modern Languages, pupils will study Spanish and French. Pupils who already have one of these languages as their first language, the school will try to meet the needs of such learners. Personalisation and choice in the Broad General Education will start at the beginning of S3. The course choice meetings for S3 personalisation and choice will take place in January of S2.

The Senior Phase (S4-S6)

Pupils in S4 will study 7 National Qualifications. The course choice meetings for S4 National Qualifications will take place in February of S3. S4 pupils will have the ability to experience JET courses and skills for life and work courses to complement their learning experience. Pupils in S5 will generally study 5 subjects depending on progression from their S4 National Qualifications. Some pupils may benefit from pursuing a complement of school-based subjects and a college placement and work experience. The school will work with neighbourhood schools to support pupils in gaining their optimum course choices. There will be opportunities for pupils to sign up for the JET, Career Academy, and

Career Ready programmes. Pupils in S6 will have the flexibility to pursue a range and number of subjects and experiences at the school and neighbourhood schools, as well as opting to attend at College, work experience, and for volunteering opportunities. This flexibility will allow pupils to experience a blend of subjects and experiences to ensure a sustained, positive destination when leaving school. As a general rule of thumb, pupils studying at Advanced Higher level only will study 3 subjects; pupils studying a blend of Advanced Higher and Higher subjects will study 4 subjects; pupils studying a blend of Higher and National 5 or National 4 subjects will study 5 subjects. The course choice meetings for S4 and S5 pupils will take place in early March.

Learning pathways

St Thomas' curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways through the school curriculum, neighbourhood schools, school-college partnership and work experience support pupils to build on their prior learning and ensure engaging appropriate progression for all learners. There is a clear rationale for providing pathways for pupils in the school curriculum which is articulated in the curriculum policy. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.

College: Courses at Edinburgh College can be supported through Column C – Travel Column – Tuesday and Thursday afternoons. There will also be courses relevant to vocational opportunities – not timetabled during Travel Column C – which may involve whole days out. Edinburgh College offers course available in the evening but with direct curricular and/or vocational opportunities Pupils in S6 will have the flexibility of pursuing a range and number of subjects and experiences at the school and neighbourhood schools, College, work experience, and volunteering opportunities.

Neighbourhood Schools: City of Edinburgh schools work together to support S5 and S6 pupils who wish to study particular subjects or particular level of subjects. St Thomas' regularly liaises with Borroughmuir, JGHS and Firhill to support pupils learning experience.

Work Experience: Pupils can arrange their own work experience in S4-6 to gain experience in particular career areas or develop skills to support them beyond S6. St Thomas' continues to provide a S4 work experience week to support pupils in early identification of work, skills, and experiences that support their learning pathway.

Skills for learning, life and work

The leadership team at St Thomas' support and develop pupils understanding and opportunities with their skills for learning, life and work. Opportunities to work out with the school building whether that is in the local, national, or international context are being developed and enhanced year by year.. St Thomas' works to ensure there is an equity for pupils to learn in motivating contexts for learning. The high expectations we have for pupils supports them experiencing increasing levels of challenge as they develop skills for learning, life and work. Our staff and partners provide well-planned opportunities for learners to develop an awareness of the world of work.

Next Steps:

- The school's careers evening to coincide with BGE and SP parent information evenings
- CAT session on auditing Faculties DYW links
- Audit the curriculum in terms of skills for learning, work, and life for all pupils and collate into a St Thomas' skills vision
- Re-evaluate S5-6 coursing to support introduction of NPAs and continue to improve breadth and depth of coursing

How Good is Our School Quality Indicator 2.2 Level 5 (Very Good) illustration:

Rationale and design: We work together as a school community to develop, promote and sustain an aspirational vision for our curriculum. The curriculum has a clear vision and rationale shaped by the shared values of the school and its community. Our curriculum is grounded in our commitment to securing children's rights and wellbeing. It takes account of learners' entitlements and the four capacities and reflects the uniqueness of our setting. There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum. The structure of the curriculum provides equity of opportunity to maximise the successes and achievements of all our learners. We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement. Our creative and innovative approaches to curriculum design support positive outcomes for learners.

Development of the curriculum: Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community. We work well with partners to ensure creative and innovative approaches to curriculum development are encouraged and support positive outcomes for learners. The development of our curriculum is underpinned by a coherent whole school approach to learning for sustainability.

Learning pathways: The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning. All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.

Skills for learning, life and work: All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning. We pay particular attention to ensure children and young people experience increasing levels of challenge as they develop skills for learning, life and work. Our staff and partners provide well-planned opportunities for learners to develop an awareness of the world of work. We emphasise enterprise and creativity across all areas of learning.

Green highlights refer to the identified statement being "live" in St Thomas.

Self-Evaluation 2018 – 2019

	Quality Indicator	School Self – Evaluation 2018 - 19	Inspection Evaluation (If during 2018-19)	Nursery Self – Evaluation 2018 - 19	Inspection Evaluation (If during 2018-19)
	What is our capacity for continuous improvement?				
1.3	Leadership of Change	5			
2.3	Learning, Teaching and Assessment	4			
3.1	Ensuring Wellbeing, Equity and Inclusion	5			
3.2	Raising Attainment and Achievement	5			
2.3	School's chosen QI – The Curriculum				
	School's chosen QI				

Statement of Impact of Pupil Equity Fund/Exceptional Spend:

For session 2018-19, the Pupil Equity Fund expenditure has totalled £37,500. There is a carry-forward of £27,500 to session 2017-18. This spend is deemed exceptional and the plans for this spend are outlined in the school improvement plan for 2019-20 and coded green.

QI		2016 - 2017	2017 – 2018	2018 – 2019	2019 – 2020	Comments
1.1	Self-Evaluation for Self-Improvement					
1.2	Leadership of Learning					
1.3	Leadership of Change	√	√	√	√	
1.4	Leadership and Management of Staff					
1.5	Management of Resources To Promote Equity					
	Leadership And Management Overall					
2.1	Safeguarding and Child Protection					
2.2	Curriculum					
2.3	Learning, Teaching and Assessment	√	√	√	√	
2.4	Personalised Support					
2.5	Family Learning					
2.6	Transitions					
2.7	Partnerships					
	Learning Provision Overall					
3.1	Ensuring Wellbeing, Equality and Inclusion	√	√	√	√	
3.2	Raising Attainment and Achievement	√	√	√	√	
3.3	Increasing Creativity and Employability					
	Successes and Achievements Overall					