St Thomas of Aquin's School Improvement Plan

The school and Faculty improvement plans are contextualised in How Good is Our School 4 Quality Indicators: 1.3 Leadership of Change; 2.3 Learning, Teaching, and Assessment; 3.1 Improving wellbeing, equality, and inclusion; and 3.2 Raising attainment and achievement.

The 4 Quality indicators have profound links to The National Improvement Framework and The City of Edinburgh vision, mission, and goals.

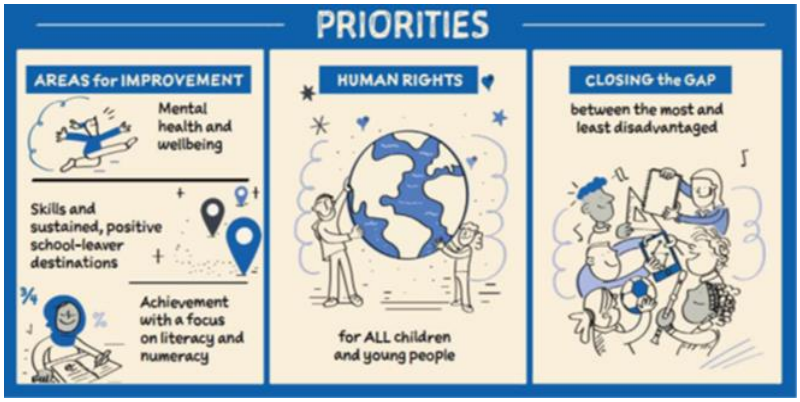
Each Faculty will use its self-evaluation calendar and a blend of operational and strategic Faculty meetings to analyse and evaluate their Faculty Improvement plan. Very good practice would be to use a strategic monthly Faculty meeting to discuss the Faculty improvement plan and on 3 occasions throughout the year (October/February/May) to evaluate the Faculty improvement plan using Impact statements linked to Attainment; Attendance; Engagement; Inclusion; Quantitative Data.

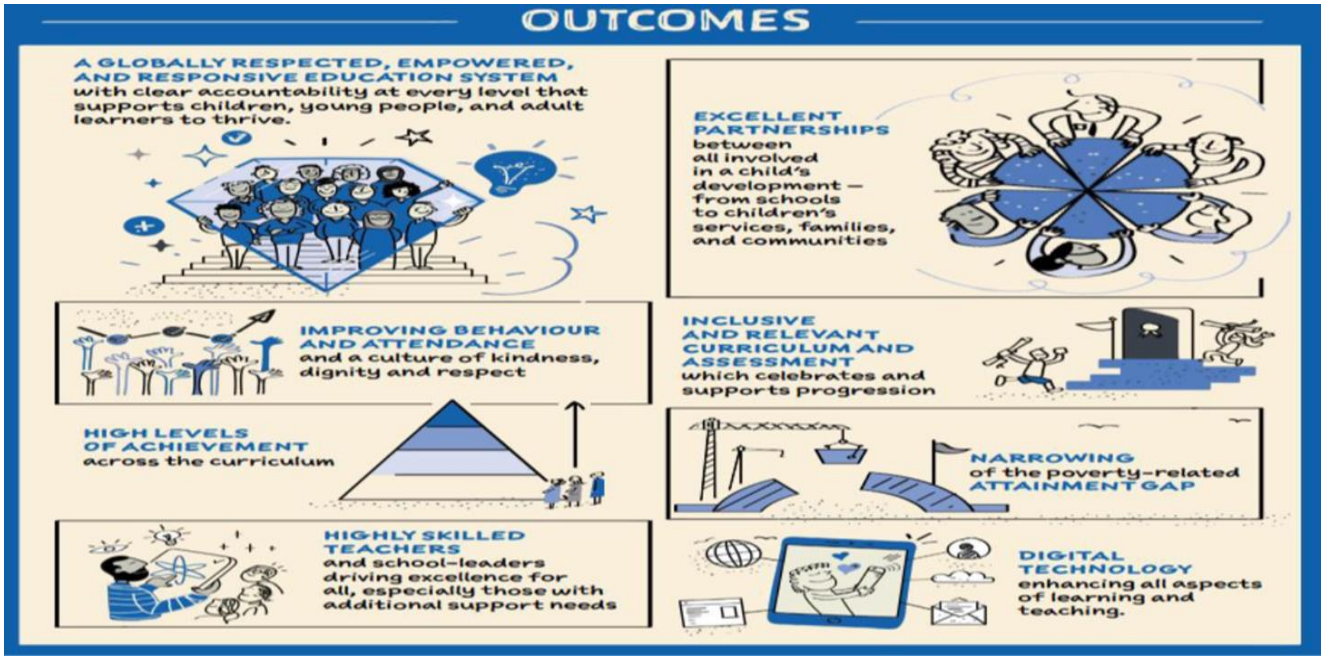
The updates are to be saved on the St Thomas of Aquin's MS Teams: School & Faculty Improvement Planning and Self-evaluation Team.

November updates in purple
February updates in blue
May updates in green

The National Improvement Framework:







The City of Edinburgh

Our vision
A fairer, healthier, greener future for everyone, where learning for life happens at home, in school, in the wider community and in the workplace.

Our mission
To create a world class learning city where everyone's skills knowledge, creativity and relationships with people and places are equally valued.
To create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty.

Our goals
We will provide inclusive, equitable, valuable learning opportunities for everyone.
We will use a Place-based approach to build collaborative and sustainable learning, communities and networks.
We will co-create the environments where learners can lead and shape their own learning.

Edinburgh Learns for Life
The strategy is based strong collaboration across a system of schools, partners and other stakeholders, with high accountability, and support as required. Our next phase will see more local decision making, through the strengthening of learning communities, with Headteachers taking joint responsibility for progression in learning across the whole learning community, and securing the best, most efficient use of resources.

To achieve this, central support will be gradually withdrawn where learning communities demonstrate clear success across key measures; and increased where support is required. We will continue to leverage the skills and talents of the Headteachers Associates who chair the Edinburgh Learns Boards, and other executive positions.

Each Board will publish their annual action plan, based on analysis of self-evaluation data. Delivery will continue to be supported by the refreshed guidance contained in the Edinburgh Learns Frameworks which clearly lay out the roles, remits and responsibilities of staff across the service, covering the key themes essential to the delivery of quality educational provision.

Evaluative language support:

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

School & Faculty planning template: Contextualised 4 QIs: 1.3; 2.3; 3.1; 3.2 and annual updates of CATs and DATs focus and link to SIP/FIP

1.3 Leadership of Change (CS) Developing a shared vision, values, and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change				
School Activities **(next steps from SQR)**	**By Whom**	**Resources**	**Outcomes & Timescale:** **Year 1** Year 2 Year 3	**Impact statements** linked to Attainment; Attendance; Engagement; Inclusion; Quantitative Data
Develop a consistent approach in school and faculty self-evaluation calendars; improvement planning; and strategic analysis meetings.	HT SLT LT	School and Faculty self-evaluation and planning document MS Teams self-evaluation and planning MS Teams SLT strategic meetings QIEO meetings Link SLT meetings (3 times a year) Inservice & CAT sessions LT meetings Faculty meetings	**Year 1:** Create strategic document and MS Teams. All Faculties to use documentation and MS Teams New SLT Faculty link system to support Faculty improvement planning (3 times a year) (analysis and evaluation).	**Engagement Impact statement:** Strategic MS Document created (May 2026) and used by SLT and LT to share self-evaluation calendars, draft improvement plans, and share good practice in developing understanding of Outcomes and impact statement in planning. **Quantative impact statement**: All Faculties E(LT) are using the new School and Faculty planning document. All draft Faculty plans have been supported with HT initial feedback (August) .HT to meet with all CLs during attainment meetings to discuss amendments to improvement planning.
Developing the school's consistence use of CfE moderation practice: A leadership and improvement planning collaboration between Boroughmuir, James Gillespies, and St Thomas of Aquin's	HTs of BHS; JCHS; St Ts RC HS SLT DHTs LT	SLT and DHT meetings Cover resources to support CLs and staff visiting schools Inservice Days Faculty meetings Joint CLPL	**Year 1:** QI 1.3 1 HTs to meet 3 times during the year to collaborate in school improvement planning QI 2.3. DHTs to meet to plan and resource Faculty collaboration in: Sharing BGE Learning Conversation good practice to improve consistency. Agree and identify BGE moderation events to support good	**Engagement Impact statement:** 1st meeting of 3 HT took place on 9th of September. Commitment from all 3 schools to plannfor the January in-service: BGE moderation practices.

			practice and consistency. Development of Leadership strategies to support Extended Leadership Teams.	
In partnership with the school's parent council, develop an operational and strategic meeting schedule to enhance school improvement	HT SLT Parent Council Parent Forum	Parent Council meetings Communication of meetings	**Year 1:** Develop new model for PC meetings. Share and assess model with all parents via PC meetings and HT briefings Commence new system once collegiately shaped and agreed	**Engagement Impact statement:** HT shared with new school chair and Parent Council (May 2026) a draft proposal for how PC meetings could be planned for and led throughout the next 2 sessions. Update to be discussed at future Parent Council meetings.
Catholic Ethos Ensure that school vision, values, and Gospel values are articulated in Staff, pupil, and parent meetings and assemblies.	HT SLT PSLs	House Assemblies S1 retreats Mass at Sacred Heart	**Year 1** Improve the visual representation of the school values around the school building Enhance the consistency and delivery of the 4 Feast Days: Develop House competition: Attendance (October) Charity Food bank Drive (Advent)	All monthly House Assemblies contain school vision, values, and prayer.

2.3 Learning Teaching and Assessment (SM)				

Learning and Engagement, including use of digital technologies Quality of Teaching Effective use of Assessment Planning, Tracking & Monitoring				
School Activities **(next steps from SQR)**	**By Whom**	**Resources**	**Outcomes & Timescale:** **Year 1** Year 2 Year 3	**Impact statements** linked to Attainment; Attendance; **Engagement**; Inclusion; Quantitative Data
Skilled questioning to be present in all lessons	DHT 2.3 LTA Lead L&T working group Teaching sprints CLs	CATs and in services, WTA time Professional reading Dr Simon Breakspear	**Year 1** Introduction of teaching sprints to support peer collaborative learning. Focus on questioning strategies.	**Engagement and Quantative Impact statement:** August staff in-service-launch of first teaching sprint round. All teaching staff have been placed in teaching sprint groups and group leaders established. Questioning focus. Resources shared on MS Teams.
Fully embed systematic learner conversation whole school approach	DHT 2.3 All staff Leadership team Parents	2.3 CL meetings LDS targeted meetings to support targeted conversations and focused coursing	**Year 2** Pupils receive high-quality feedback and understand their next steps	**Quantative Impact statement:** Almost all senior pupils have received a consistent approach to Learner Conversations in line with the new tracking and reporting calendar.
Develop consistency in the use of St Thomas LEARNS policy across all Faculties (LI and SC) (pupil led learning)	CLs to identify and lead on specific areas of improvement in their faculties DHT 2.3 NR	2.3 meetings Faculty meetings Self-evaluation calendar Learning walks Faculty focus days	**Year 2** CLs to ensure that there is consistency in approach in line with whole school learning and teaching policy Staff in house Toolkit with teaching strategies	**Engagement Impact statement:** CL weekly meeting Tuesday period 3 established. New Learning walk and faculty focus scheduled for August to October have provided evidence of St Thomas LEARNs consistency across almost all classrooms: 5 non-negotiables.
Continue to embed the use of meta skills across the curriculum	Skills WG DHT 2.3/3.2 CLs /Faculties PSLs LDS team	WG meetings Pupil parliament Skills Development Scotland	**Year 2** To promote meta skills through regular pupil house assemblies Pilot meta skill study within S1 curriculum/faculty PSE curriculum-embed meta skills into lessons, profiling and 16+ communications (UCAS, college, applications)	**Engagement and quantative Impact statement:** CAT session delivered to all staff 24 August. All Faculty are pledging/delivering Meta skills - 1 Meta skill per term.

			Parent information evenings launching meta skills	
To increase BGE moderation across all faculties	DHT 2.3 Other CEC secondary schools CLs	In service DHTs 2.3 collaboration DAT time and Self-evaluation calendar	**Year 1** BGE moderation event (with other CEC schools) CLs to plan and provide opportunities for colleagues to moderate with other CEC colleagues	
Increase of pupil voice in St Thomas LEARNS policy	NR- Learning and teaching lead	LT lead protected time Pupil parliament Key adult Assemblies Pupil focus groups	**Year 1** Pupil friendly St Thomas LEARNS policy	**Engagement Impact statement:** S1-S6 Assemblies (1st September) shared St thomas LEARNS policy and system to develop a pupil-centred framework established.

3.1 Improving wellbeing, equality, and inclusion (IJP) Wellbeing Fulfilment of Statutory Duties Inclusion and Equality Pupil Equity Funding				
School Activities **(next steps from SQR)**	**By Whom**	**Resources**	**Outcomes & Timescale:** Year 1 **Year 2** Year 3	**Impact statements** linked to Attainment; Attendance; **Engagement**; Inclusion data
Equalities Launch new anti-bullying policy with Pupils/ Staff/ Parents and implement new system of reporting/ dealing with incidents (1 House group: August to October)	DHT Anti-bullying working group lead Pupils Parent Council	Dedicated time from working group lead 3 members of staff (one per House Office staff data entry) Administration Colleagues Assemblies Annual pupil surveys CAT session	**Year 2** Introduce new system of reporting bullying incidents. Increase in the number of pupils who report that bullying is dealt with effectively: a move from Less than half (15%-49%) to majority of pupils (50-74%)	**Engagement Impact statements:** Identified CL to lead anti-bullying strategy is in place.
Inclusion Strengthen differentiation and inclusive practices to ensure support and challenge are explicit and visible for almost all classrooms.	DHT SfL Curricular Leaders Partners All staff	CAT sessions Development time for faculties Time for LDS to liaise with classroom teachers	**Year 1** Deliver CLPL and support faculties.	**Engagement Impact statements:** All staff participated in in-service CLPL on the environment of the classroom. (All classrooms now using group worktables).

3.1 Improving wellbeing, equality, and inclusion (IJP) Wellbeing Fulfilment of Statutory Duties Inclusion and Equality Pupil Equity Funding				
School Activities **(next steps from SQR)**	**By Whom**	**Resources**	**Outcomes & Timescale:** Year 1 **Year 2** Year 3	**Impact statements** linked to Attainment; Attendance; **Engagement**; Inclusion data
		Inservice CLPL Visiting Schools/good practice Pupil Voice	Establish SfL Faculty links to support Faculty use of Learner profiles	Support for Learning Teacher linked with individual Faculties. - attend Faculty meetings. **Qualitative impact statement:** Visual posters support pupils' comprehension/movement around the school building. Starting to implement Edinburgh visual support project.
Universal and targeted support Improve the equity of pupil experience through the restructuring of House Pastoral /Depute Head Teacher system.	DHTs PSLS LDS	Development time for DHTs / PSLs CAT session House Assemblies	**Year 1** Implement a new model; clarifying roles and responsibilities to ensure a consistent experience for all pupils Review and update SLT, PSL, CL communication strategy with parents	**Engagement and qualitative Impact statements:** New House structure in place at the school; shared and communicated with pupils, staff, and parents. Monthly House Assemblies system in place. House meeting structure in place working with PSLs/SfL/DHTs.: All Houses share common agenda
Wellbeing Continue to develop a whole-school Wellbeing strategy for pupils and staff	DHT 3.1 BM CL of WBH SLWG	Development time Assemblies PSE programme Surveys	**Year 2:** The majority of pupils at St Thomas's agree that the school deals with bullying well. Ensure all Staff have access to CEC wellbeing support systems. Create Staff wellbeing engagement to	**Engagement statements:** Staff WB group led by BM focussing on staff checkins; staff events. **Inclusive impact statement** **All pupils have experienced a House wellbeing Assembly** (October) - raising further awareness of well-being indicators (Shanarri indicators).

3.1 Improving wellbeing, equality, and inclusion (IJP) Wellbeing Fulfilment of Statutory Duties Inclusion and Equality Pupil Equity Funding				
School Activities **(next steps from SQR)**	**By Whom**	**Resources**	**Outcomes & Timescale:** Year 1 **Year 2** Year 3	**Impact statements** linked to Attainment; Attendance; **Engagement**; Inclusion data
			plan wellbeing activities.	
Medical room Senior Leaders and staff with responsibility for medications and record keeping should ensure that access to information is easily accessible and centrally located.	DHT & BM Admin QIEO LDS	Medical room Medical quality assurance checks Health Care plans and additional documentation Storage CLPL	**Year 1** Ensure all medical records are located and updated in the medical room by end of September 2026 Review and update medical record quality assurance procedures	**Engagement impact statements:** Medical support for pupils in place from Admin colleagues.

3.2 Raising attainment and achievement (CS/3rd DHT) Attainment in Literacy and Numeracy Attainment over time Overall quality of learners' achievements Equity for all learners **2.2 Curriculum**				
School Activities **(next steps from SQR)**	**By Whom**	**Resources**	**Outcomes & Timescale:** **Year 1** Year 2 Year 3	**Impact statements** linked to **Attainment;** Attendance; **Engagement;** Inclusion data
Embed the consistent recording of aspirational BGE Targets, and the use of CEC data suite to effectively track differentiated BGE working levels (in line with 2.3 moderation systems)	3.2 DHT Curricular Leaders and Faculty Colleagues SDO CEC Data suite Primary schools	3.2 DHT & Faculty meetings CEC Data suite Inservice CLPL CAT sessions Learning walks	**Year 1** All Faculties to record and monitor BGE Targets; use differentiated working grades; and identify early intervention strategies to	**Engagement Impact statements:** **All CLs and Faculties have been trained in the BGE and SP CEC Data suite.**

			increase attainment.	
Develop and implement a whole school Achievement policy including an S3 activities week in May	3.2 DHT Curricular Leaders & Faculties Achievement Working Group	Data Suite CAT & Inservice CLPL Pupil Parliament Focus Groups Assemblies Extended Key Adult Parent Council	**Year 1** A robust S1-S6 achievement tracking system in place. Monthly House Assemblies - Achievement focus A S3 (end of April) fieldtrip experience.	**Engagement statements:** There is a Achievement working group set up. Pupil Parliament consultation regarding the capturing of pupils' achievement. House Assemblies celebrating Achievement. **Quantative impact statement**: 1st whole school pupil tracking of achievement in an extended Key Adult completed.
Raising attainment and closing the attainment gap for our vulnerable learners: • S5 lowest attaining 20% of pupils. • Care Experienced pupils • Young Carers • Additional Support Needs pupils • Free School Meal entitlement pupils • SIMD 1 & 2 pupils • EAL pupils	3.2 and link DHTs LDS Curricular Leaders Faculties	CEC Data Suite Inservice CLPL Faculty strategic attainment meetings CAT sessions Link Faculty/DHT meetings	**Year 1** All Faculties to develop curricular experiences to support positive pupil pathways. DHT 3.2 and 2.3 to support use of CEC aligned senior phase curriculum model **Year 2** Implement courses	**Attainment data impact statement:** All Faculty attainment analysis involves the identification of Equity groups: ASN/SIMD/YC/EAL/FMECare Exp. CLPL on NSA levels and Senior Phase attainment: identified in our middle 60 percent of pupils. Whole school Tracking document: consultation completed.

2026-27 Draft Collegiate Activity Time, Departmental Activity Times, and in-service sessions

7 DATs throughout the year which will be linked to the Faculty self-evaluation calendar: Each faculty to email SLT link a bullet point summary of each DAT completed work.

Draft themes for Inservice days:
~~**2 August in-service:** Day 1: **1.3** Vision and values. **3.2** analysis. **2.3** LTA (2hrs)~~
~~Day 2: **3.1:** CP and Safeguarding updates. Differentiation (2hrs).~~

~~**October in-service:** Day 1: **2.3** LTA. Rights Respecting Schools and Anti-bullying strategy 3.1: Differentiation (2hrs). **2.3**: Teaching Sprints. (1 ½)~~
January in-service: Day 1: **2.3.** Moderation plan. (9.00-1.00). **3.2**: Targeted groups

May in-service: Day 1: **1.3:** Improvement planning (1 hr). **2.3** LTA. **3.2** Achievement

Draft CAT sessions:
~~**CAT 1 – 24th August:** **2.3** Skills and Learner conversations.~~
~~**CAT 2 – 22nd of September:** **2.2** Curriculum Improvement Cycle (20 mins). **3.2** Attainment analysis~~
~~**CAT 3 – 7th of October:** **3.1:** Differentiation~~
CAT 4 – 22nd of March: **2.3** Teaching Sprints
CAT 5 – 21st of April: 3.1 Calm training and BrBlBB
CAT 6 – 20th of May: SNC and WTA
CAT 7 – 1st of June: **2.2** Curriculum Improvement Cycle

The Quality Indicator 1.3 Leadership of Change focusses around 4 main areas

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

Learning, Teaching, and Assessment: Nicole Rutherford

Better relationship, better behaviour, better learning: Ashley Stark and Gemma Perry

Equalities: Isabelle Jean-Pierre. Naomi Strathie

Data Tracking support: Matt Wilson

Rights Respecting Schools: Gemma Banks

Chaplaincy: Chris Wotherspoon, Margaret Winders, Marianne Patrick, Allan Whyte, Gordon Rouse

Health and Safety: David Lodge, Matt Wilson, Lee Wilson

Pupil Parliament Christian Taylor

Literacy (School Magazine): Elisha Harley

Numeracy: Jenny Cairns

Health and Wellbeing: Jo Ritchie and Isabelle Jean-Pierre

School Regent: James Kennedy

Anti-bullying co-ordinator: Chris Wotherspoon