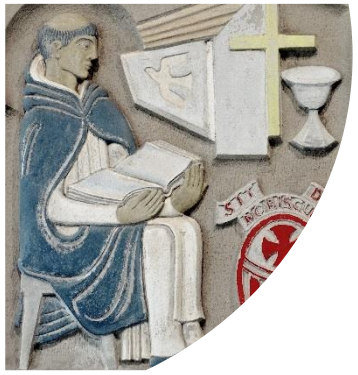
St Thomas of Aquin's RC High School

Standards and Quality Report (June 2026)



Self-Discipline
Teamwork

Trust
High Expectations
Openness
Mutual Respect
Achieving Excellence
Success

St Thomas is a community where all belong, guided by honesty and compassion, aspiring to grow in faith and learning, and supporting each other to fulfil our God-given potential.

St Thomas of Aquin's RC High School is a denominational secondary school serving one third of the City of Edinburgh. The school draws most of its pupils from Holy Cross, St Mary's, St Peter's, and St Mark's Primary Schools, although we annually work with over 15 other Primary Schools for S1 transition. The wide catchment area stretches from the Pentlands to Granton. The school is committed to the education of the whole child, body, mind, and spirit, to ensure that all our pupils fulfil their God-given talents. The projected school roll for August 2025 is 811, although the notional capacity of our building is set at 790. Our S1 & S2 roll is capped at 160 per year. The Senior Leadership Team consists of the Head Teacher, 3 Depute Head Teachers, and a Business Manager. In session 2024-25 there will be 10 Curricular Leaders, 3 pupil Support Leaders, 1 Support for Learning Leader, and a Curricular Leader of The Wellbeing Hub & Sensory room. The Parent Council provides collegiate and constructive support to all aspects of school life.

Summary of Standards and Quality Report, grades and statements in support

- QI 1.3 Leadership of Change (HT)
- QI 2.1 Safeguarding and Child Protection (DHT 3.1)
- QI 2.3 Learning, Teaching and Assessment – including the Teachers' Charter (DHT 2.3)
- QI 2.2 Curriculum – Theme 2, Learning Pathways (DHT 3.2)
- QI 2.7 Partnerships – Theme 3, Impact on Learners, Parental engagement only (Learning Community HTs)
- QI 3.1 Ensuring Wellbeing, Equality, and Inclusion – including Leadership for Equity and The Promise (DHT 3.1)
- QI 3.2 Raising Attainment and Achievement – including progress made on Stretch aims. (HT/DHT3.2)

Quality Indicator 1.3: Leadership of Change – Evaluation Level of Good – HT to lead

Developing a shared vision, values & aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change	This indicator focusses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that pace of change is appropriate to ensure the desired positive impact for learners.

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

The school's nurturing and inclusive vision and values are at the centre of how the school supports all pupils in a calm and focussed working ethos. St Thomas of Aquin's vision of fulfilling the talents of its pupils manifests itself in very good attendance statistics, very good attainment levels, very good achievement levels of Literacy and Numeracy, and very good rates of sustained positive destinations for all pupils (https://www.st-thomas-of-aquins.org.uk/about/achievements/). The school uses pupil, parent, and staff surveys analysis to support our ongoing self-evaluation which provide us with evidence of how safe and supportive pupils and parents describe St Thomas of Aquin's. St Thomas' engagement with parents is open, respectful, and based on mutual trust and the 2026 evidence of 86% of parents identifying the school as well led supports this statement (https://www.st-thomas-of-aquins.org.uk/wp-content/uploads/2016/09/St-Thomas-of-Aquins-2026-Parent-survey-analysis-PDF.pdf). Parents understanding of how the school cares for their children is supported through P7, BGE, and SP information evenings; parents' evenings; subject- specific events; and individual meetings with the Integrated Pupil Support Team and the Senior Leadership Team. We believe there is very good standards of communication support parents understanding of the leadership of change process; weekly parent briefing emails are sent out and placed on the school website https://www.st-thomas-of-aquins.org.uk/bulletin/head-teachers-bulletins); a school App (linked to the school website) supports Parents with pupil updates; school attainment and achievement data and school policies are updated and shared with pupils and parents on the school website (https://www.st-thomas-of-aquins.org.uk/about/achievements/); Pupil voice groups, The S6 Leadership Team; Rights Respecting Schools Team, and The Pupil Parliament meetings are shared in Daily Key Adult classes and the Key Adult Bulletin (placed on the school website for parents information: https://www.st-thomas-of-aquins.org.uk/bulletin/weekly-bulletin/). The Daily Key Adult programme RAISE focus for all S1-S6 year groups has ensured that there is a daily system for the pupils and staff to support attendance, standards, and pupil voice. The school community embraces restorative practice, and our positive relationships are supported by the BrBlBb staged intervention policy (https://www.st-thomas-of-aquins.org.uk/wp-content/uploads/2024/11/BRBLBB-Policy-2024-annual-updates.pdf). Staff take time and care to know the pupils they teach and through staff meetings, pupil plans, Pupil Tracking systems, an open-door policy by the Integrated Support Service and Senior Leadership Team. Staff are aware of the social, economic, and cultural context of pupils in the school.

Strategic planning for continuous improvement:

St Thomas of Aquin's uses a 3-year rolling school improvement plan that is contextualised using the National Improvement Framework, The City of Edinburgh Vision and Values, and How Good is Our School 4. The senior leadership team update the school improvement plan 3 times during the year, and Faculty plans will also updated 3 times a year. A new school improvement and self-evaluation MS Teams captures these documents in one collegiately shared virtual space. The school uses SQA data, Insight data, Pupil, Parent, and Staff surveys, and HGIOS4 Quality Indicators to assess and moderate school improvement. School improvement is robustly captured in the Standards and

Quality Report which then supports identification of priorities for an updated School Improvement Plan. Senior Leaders and Faculties self-evaluation calendars link to the Headteacher's whole school Self-evaluation calendar and these systems support weekly senior leadership team meeting and Leadership of change team meeting (2 weekly rota). The self-evaluation calendar ensures that all Leaders are aware of the month-by-month school improvement tasks and impact needed to continue St Thomas' drive in self-improvement. Staff are supported to take on leadership opportunities that range from Pupil Equity Funding, Chaplaincy, Learning and Teaching, Literacy and Numeracy, Rights Respecting Schools, Attainment, and Assistant Pupil Support Leader. These leadership opportunities are articulated in the school improvement plan, and staff are supported through time, CATs, and Inservice slots to drive through their specific vision and outcomes for pupils (https://www.st-thomas-of-aquins.org.uk/wp-content/uploads/2026/03/March-26-update-2025-26-St-Thomas-of-Aquins-School-Improvement-Plan.pdf).

Through the strategically collegiately formed St Thomas LEARNs policy, the DHT strategic lead for Learning, Teaching, and Assessment continues to enhance the quality of the learning experience for pupils in the school. Through the CEC SSE in February 2026 evidence and a collegiate change to how the school quality assures Learning, Teaching, and Assessment learning the DHT and the Leadership Team of the school has the evidence of where the school is now and how it will achieve a Very Good for Learning, Teaching, and Assessment. Staff at St Thomas' are committed to the educational success of pupils and Faculty attainment statistics placed on the school website (https://www.st-thomas-of-aquins.org.uk/about/achievements/) exemplify our attainment and achievement success. The school is committed in using the City of Edinburgh Teachers Charter to improve the consistency of pupils' learning experience and the effective enhancement of iPad creative use is a testament to that commitment. The DHT strategic lead on Improving Wellbeing, Equality, and Inclusion continues to enhance the quality of our nurturing and pupil-centred ethos as well as complementing the very good attainment of pupils. St Thomas of Aquin's works to ensure that the school is a safe, nurturing, supportive, inclusive, and mutually respectful environment for all pupils to reach their potential. The school has developed a robust universal and targeted pathway system of support for all pupils which commences every day via a universal support approach in Key Adult classes. The Support for Learning and Pupils Support Leaders plan, monitor, and share targeted intervention information with all colleagues to support getting it right for all pupils. A targeted system of support using our dedicated Counsellor service, the Wellbeing Hub, and the Learning Development Support team, and additional organisations work collegiately to get it right for all pupils.

The Senior Leadership Team and the Leadership Team strategically and operationally work well together 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. The combined SLT/LT meetings (every 2 weeks) support School and Faculty improvement planning implementation and self-evaluation calendars support a focussed and collaborative strategy. For session 2026-27, a timetabled weekly Curricular Leader meeting has been planned to further support the leadership of change process at St Thomas of Aquin's. All Staff have access to Impact Folders, found on the school server, in which annual key strategic and operational information is stored to support their analysis and evaluation of school improvement – CEC returns, school improvement updates, draft polices, and policy updates. The school improvement plan is systematically supported by collegiate activity time (CATs) and Departmental activity time (DATs), and In-services days which supports all teaching staff to analyse and evaluate improvements in their practice. The Senior Leadership Team continues to support the growth of the Pupil Parliament and the Parent Council to ensure that the voice of pupils and parents are translated into sustainable and effective practice in the school.

Teaching staff identify the value of CLPL provision for staff members at all levels, and the contribution they are encouraged to make to developing policy and practice, seeing this as a way of ensuring staff retention. Teaching staff value the well-articulated ambition for the school. A culture of open dialogue with senior leaders, and distributed leadership between members of the leadership team, encourage individuals to explore creative strategies and approaches to learning and teaching. Staff members recognise the wide diversity of experience and interest within the teaching and support staff teams, and value the contribution this makes to the school's ethos and values. As a result, teachers describe feeling a fully valued part of the St Thomas family.

The school has working partnership working with the 4 associated Primary Schools in St Thomas of Aquin's Learning Community and a comprehensive communication system to support the significant amount of other Primary Schools that transition P7 pupils to St Thomas of Aquin's (around 20 per year). Our transition systems (enhanced and universal transition days) support the wellbeing and progression of P7 and other pupils transferring to the school. All HTs meet at least 5 times a year supported by an agreed Learning Community plan as a means to develop and enhance improvement outcomes for pupils at the 5 schools.

Implementing improvement and change

St Thomas of Aquin's strives to implement long lasting pupil-centred improvement that brings about successful change in a considered and incremental manner. A comprehensive school improvement plan is in place which reflects the senior leaders' evaluation of the school and next steps. Self-evaluation practices are supported by evidence, and all staff contribute to the identification of strengths and areas of development. Priorities for improvement are widely consulted upon, and communication from senior leaders provides plentiful information about activities which support these priorities. Activities within the Quality Assurance calendar reflect the priorities of the school improvement plan.
Our attendance, wellbeing, and attainments metrics show that we are improving outcomes for cohorts of pupils. The school's pupil roll is growing and the demands on the senior leadership team will be supported with a 3rd Depute Head Teacher in August 2026. The 3rd DHT remit linked to the curriculum and wider achievement is being developed to add capacity to the delivery of pupil outcomes, with a specific focus on pupil voice and competitive sports. I wish St Thomas of Aquin's to be the best school possible and work honestly and collaboratively with stakeholders to ensure that stakeholders visibly see that their views are articulated and delivered in improvement plans.

Next steps:

Implement School and Faculty planning and self-evaluation system to ensure consistency throughout the school/Faculties.
Develop a school partnership to support leadership good practice sharing
Collegiately develop a strategic Parent Council meeting framework for session 2026-27.

Quality Indicator 2.1: Safeguarding and Child Protection – DHT 3.1 to lead – please read in conjunction with 3.1 return	
Arrangements for safeguarding, including child protection Arrangements to ensure wellbeing National guidance and legislation	This indicator focuses on the wide range of duties required of all staff and partners to ensure that all children and young people are safe, well cared for and enabled to flourish. This indicator looks to how the school takes account of statutory requirements in relation to child protection to ensure the needs of all learners are met. Safeguarding all children and young people requires strong partnerships to be established between the school and its local community. This includes well-planned progressive learning opportunities so that children and young people can become more resilient and develop a sound understanding of how they can keep themselves safe.

Arrangements for safeguarding, including child protection

Safeguarding

There are robust systems in place for recording and monitoring well-being and safeguarding Staff have received appropriate up to date training in safeguarding.
Medical records are up to date and medicines are stored appropriately. However, as a result of room changes, access to information about individual medical needs is not always as available as it should be. Next steps have been identified to ensure that Senior Leaders and staff with responsibility for medications and record keeping should ensure that access to information is easily accessible and centrally located. Attendance is monitored on a period buy period basis and actions are identified in a timely manner

Arrangements to ensure wellbeing

Staff are familiar with, and confident with, using legislative frameworks related to wellbeing inclusion and equity. They identify the wellbeing indicators as key to underpinning the ways in which they interact with pupils on a daily basis. House assemblies are used to communicate wellbeing indicators and to explore them further. In the 2026 parent survey most parents agreed or strongly agreed that the school supports their child's wellbeing (68%) and helps them become more confident (85%). During this session, steps were taken towards the development of a a whole school Health and Wellbeing Strategy, seeking pupils and staff' views regarding their well-being through surveys, focus groups and individual assessments. The results of these surveys will inform the well-being priorities for the forthcoming session. Pupils's understanding of health wellbeing indicators has also been enhanced through the delivery of year group assemblies and a dedicated PSE lesson.
The majority of learners agree that they are supported by the school to lead a healthy lifestyle (67%) and the majority believe that there are many opportunities to get regular exercise at school (74%). Most agree that St Thomas' offers them opportunities to take part in extracurricular activities (81%). The programme is available to all free of charge as part of a culture of responsive universal support.
Wellbeing checks particularly with learners with ASN take place on a regular basis to support young people throughout the day (LDS). Learning environments are calm, respectful, and supportive (2025 3.1 SSE, Pupil Survey and SSE (2026). The majority of pupils (69%) know that they have someone to go to if they feel worried or upset. Most pupils (79%) agree that they are treated fairly and with respect by staff and that they are treated well by peers (72%). Almost all parents (94%) believe that staff treat their child fairly and with respect and that young people are encouraged and supported to treat others with respect (86%).
CAT sessions linking children's rights with the wellbeing indicators have been provided and support interactions across the school.

National guidance and legislation

The school submitted self-evaluation information related to child protection and safeguarding. The SSE report and team discussed this information with relevant staff and, where appropriate, young people. The SSE team examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

Next steps

Medical room to be updated with Medical plans and medicine

Quality Indicator 2.2: The Curriculum (Learning Pathways) – No Level evaluation required – DHT 3.2 to lead

Rationale and design Development of the curriculum Key area for CEC analysis and evaluation - Learning pathways Skills for learning, life and work	This indicator highlights the importance of placing the needs of learners at the centre of curriculum design and development. The structure and delivery of the curriculum should take good account of local and national circumstances. The curriculum is the totality of learning experiences across the four contexts as delivered by the school and its partners. An effective curriculum results in strong outcomes for all learners.

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 provides 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. The Curriculum and attainment policy link: (https://www.st-thomas-of-aquins.org.uk/wp-content/uploads/2024/11/Draft-St-Thomas-of-Aquins-RC-High-School-Curriculum-and-Attainment-Policy.pdf) . St Thomas' curriculum 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 National Qualifications which is evidenced in the September 2024 Insight analysis: (https://www.st-thomas-of-aquins.org.uk/wp-content/uploads/2024/10/St-Thomas-of-Aquins-Insight-Analysis-September-2024.pdf). 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.

Development of the curriculum and learning pathways

Senior leaders and staff have developed a highly successful transition programme that offers young people a range of beneficial experiences. This supports young people well to transition effectively to St Thomas of Aquin's from a significant number of primary schools out with the Learning community. A significant number of pupils experience an enhanced transition which is supporting them well in S1. Pupils receive their entitlement to modern languages as part of the Language Learning in Scotland: A 1+2 approach. They also receive their entitlement to high-quality physical education. St Thomas of Aquin's delivers a classroom and retreat core Religious Education entitlement from S1to S6.

The Broad General Education (S1-S3)
In S1-S3, pupils experience a broad range of subjects in S1 and S2 with personalisation and choice occurring in S3. Teachers plan learning at Curriculum for Excellence (CfE) third level for almost all young people in S1 and S2 across all curricular areas. Courses and programmes 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 as possible in line with the staffing complement of the school. By S3 most young people progress to aspects of CfE fourth level. In S1-S3 Modern Languages, pupils will study Spanish and French. Personalisation and choice in the Broad General Education starts at the beginning of S3.

The Senior Phase (S4-S6)
S4 Pupils will study 7 National Qualifications or College courses. S5 Pupils will study 5 National Qualifications or College courses. Some pupils may benefit from pursuing a complement of school-based subjects and a college placement and work experience. The school will work with City of Edinburgh schools and Edinburgh College to support pupils in gaining their optimum course choices. S6 Pupils will have the flexibility to pursue a range and number of subjects and experiences at the school and Citywide 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 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.

St Thomas continues to ensure that pupils receive their PE, RE, and 1+2 Languages entitlements and to support the Faith based entitlement of RE in S5 and S6. The Curricular Leader of Religious Education works with The Sisters of Mercy, The Archdiocese of Edinburgh and St Andrews, SCES, and Net Ministries in planning Senior retreats. As a school with a S1 and S2 intake moving from 140 to 160 pupils, St Thomas' has the potential to increase the number of subjects and qualifications in the Broad General Education and Senior Phase curriculum offer. Senior and Faculty Leaders meet on an annual basis to reflect, review, and where possible enhance the senior phase curriculum offer. The HT supports the sustainability of courses and pathways for pupils, and this focus lies at the centre of ensuring new courses and experiences are implemented. The school has aligned its S5 and S6 column structure with other Secondary High Schools and there is a focus in introducing a breadth of National qualifications into the Senior Phase to get it right for all pupils. The Broad General Education delivers as many Curricular areas and specific subjects as possible and the school has worked hard to plan and implement as large a lunchtime and after-school club calendar as possible (https://www.st-thomas-of-aquins.org.uk/lunchtime_and-after_school_clubs/sports-clubs/). Pupils positively refer to these opportunities in the 2025 pupil survey (https://www.st-thomas-of-aquins.org.uk/wp-content/uploads/2016/09/St-Thomas-of-Aquins-2025-S1-S6-Pupil-Survey-Analysis.pdf). The school timetable is strategically led by The Computer Science Curricular Leader who works collaboratively with senior leaders and all staff to ensure as many pupils as possible receive their preferred curricular choices. The work of the timetabler should not be underestimated to the strategic and operational curriculum experience of staff and pupils. Working with the HT in Faculty meetings in November, the timetabler has been able to complete annual TTs in March which has not only supported a more meaningful May experience for new S4 pupils but also allows the senior DHT to work with other Edinburgh schools to support pupils learning experiences.

Skills for learning, life and work

St Thomas of Aquin's High School staff team demonstrates a positive learning climate and a strong commitment to improving the consistency of classroom practice. Relationships between staff and young people are a notable strength. While there is evidence of strong practice across several faculties, variability remains in aspects of pedagogy. Leaders have accurately identified these areas and are taking appropriate action to strengthen practice across the school.

Almost all young people experience positive, respectful relationships which create a calm and purposeful learning environment. The school's values are evident in daily interactions and contribute to a strong sense of belonging. St Thomas of Aquin's has implemented a skills strategy in session 2025-26 which involves all Faculties identifying a termly/half yearly skills focus. Faculties have implemented Faculty skills boards. There are well-planned opportunities through the curriculum for learners to explore diversity and multi-faith issues, within the framework of the school's Roman Catholic curriculum and ethos. Learners are confident discussing the beliefs and practices of others and demonstrate respectful curiosity about the lived experience of people of different faiths and cultures

Next Steps:

Enhance Senior Phase curriculum with National Progression Awards as school roll increases
Continue to develop Meta skills throughout all Fcaulties.

Quality Indicator 2.3: Learning, Teaching, and Assessment – Evaluation Level of Good – SM to lead

Learning and Engagement, including use of digital technologies Quality of Teaching Effective use of Assessment Planning, Tracking & Monitoring	This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements.

Learning and Engagement, including use of digital technologies

St Thomas' values underpin a positive learning culture led consistently by the Senior Leadership Team. The February 2026 Supported Self Evaluation highlighted strong relationships between staff and pupils, a calm and purposeful learning environment, and a clear commitment to improving classroom practice. Almost all pupils experience respectful relationships and a strong sense of belonging.

Pupils report feeling safe, supported and cared for, with 90% of parents and 75% of pupils agreeing that pupils feel safe at school. In addition, 93% of parents agree that their child enjoys attending the school. Positive and nurturing relationships continue to be recognised as a key strength.

UNCRC rights are displayed in all classrooms and embedded within PHSE and some curricular areas. Pupils contribute widely to school life through groups including Rights Respecting Schools, Equalities, Caritas, sports clubs and leadership roles such as House Captains, Prefects, Peer Mentors and Sports Captains. Planned activities including retreats, Feast Day events and volunteering opportunities further support participation and leadership.

Outdoor learning is embedded across many curricular areas through visits and partnerships including Dynamic Earth, Edinburgh University, the Scottish Parliament, the Edinburgh Book Festival, schools in Paris and local primary schools. Duke of Edinburgh is delivered successfully at all award levels. International and cultural opportunities included the S3 Paris trip and a planned music trip to London.

Pupils share views through surveys, focus groups and the Pupil Parliament. However, this remains an area for development, with 56% of pupils agreeing the school listens to their views and 46% believing their views are acted upon. Senior leaders and the Pupil Parliament will continue to strengthen pupil voice opportunities.

Staff continue to share good practice in inclusion, digital learning and the effective use of iPads. Almost all faculties use digital platforms such as MS Teams or OneNote to support learning, with some using apps creatively to increase engagement. PE also offers personalisation and choice across S2–S4. Parent engagement has been strengthened through information evenings and study support events. Partnership working with Developing the Young Workforce continues to expand career-linked learning opportunities across faculties.

Quality of Teaching

Senior leaders use learning visits; faculty returns and quality assurance activities to identify strengths and next steps in learning and teaching. While strong practice exists across several faculties, variability in pedagogy remains and has been accurately identified through self-evaluation processes.

Whole-school quality assurance procedures are being reviewed for next session. Faculties participate in classroom visits and professional dialogue to support improvement and share effective practice. The St Thomas LEARNS framework underpins learning and teaching across the school, with learning intentions and success criteria increasingly embedded.

In most lessons observed, learners were engaged, cooperative and clear about the purpose of learning. In the strongest examples, learning was well structured and aligned to the St Thomas LEARNS framework. However, consistency remains an issue. In some lessons, learning intentions were unclear, task-focused or absent. Senior pupil feedback also highlighted inconsistency across subjects.

Opportunities for learner agency, extended dialogue and deeper challenge are evident in some areas but are not yet routine. While most lessons demonstrated positive relationships and clear structures, differentiation and challenge were not consistently visible. Staff recognise the need to improve consistency in learning intentions, success criteria and differentiation.

Strong practice was evident where teachers used effective questioning, adapted tasks and promoted reflective dialogue. However, questioning in some lessons focused mainly on recall rather than deeper thinking. Differentiation was clearly evident in fewer than half of lessons observed. Further development is required to ensure support and challenge are planned consistently and visible in practice.

Quality assurance systems are established but currently focus more on whether key features are present rather than evaluating impact. Senior leaders will continue refining these processes to strengthen consistency and reduce variability across faculties.

Digital learning continues to strengthen across the school. iPads are used consistently in most classrooms and staff have engaged in CLPL focused on digital pedagogy and assistive technology. Most faculties use MS Teams and some use Class OneNote to support learning, revision and continuity during absence. Creative use of digital tools is increasingly evident across faculties. Parent and pupil feedback on teaching remains positive, with 73% of pupils and 79% of parents satisfied with the quality of teaching.

Middle leaders continue to develop consistency through leadership meetings, outward visits and collaborative working. Recent visits to Hyndland and the development of learner conversations have further informed improvement priorities.

Effective Use of Assessment

Most faculties use a range of formative and summative assessment approaches to monitor learner progress. Creative formative assessment strategies are increasingly evident, while summative assessments continue to provide reliable evidence linked to CfE benchmarks. Moderation and standardisation activities are planned regularly across faculties.

Pupils are increasingly involved in discussing their progress and next steps, although learner conversations within the Broad General Education require further development. The school has robust systems for tracking attainment and monitoring progress, particularly within the senior phase, and most faculties use data effectively to identify trends and target support.

Assessment opportunities were evident in most lessons observed. In the strongest examples, feedback supported improvement effectively and learners could articulate their next steps clearly. However, formative assessment practice and plenary activities are not yet consistently embedded across all lessons.

Faculties identify key assessment tasks to support reliable teacher judgement and reporting. Staff confidence in understanding CfE levels continues to develop through local authority guidance and moderation activities. Progress tests, formal assessment weeks and January prelims provide robust evidence for attainment tracking, SQA estimates and exceptional circumstances processes.

Many faculties also provide pupils with prelim evaluation activities to encourage reflection on strengths and next steps. MS Teams is widely used to share exemplar answers and revision materials to support independent learning.

Planning, Tracking and Monitoring

Most faculties use central tracking spreadsheets from S1–S6 to monitor attainment, identify trends and inform interventions. These systems provide reliable evidence for whole-school tracking and support the identification of pupils requiring additional support.

Curricular Leaders use tracking information to identify pupils at risk of underachievement and implement timely interventions. Key groups are monitored closely through faculty meetings, Support for Learning meetings and wider pastoral tracking systems.

The Support for Learning faculty works collaboratively across the school to support differentiation and inclusive practice. Assessment data, including NSA and standardised scores, is used effectively to plan targeted support for pupils with additional support needs.

Young Person's Planning meetings ensure pupils, parents and partner agencies contribute to identifying next steps and planning support. Individualised support plans help staff monitor progress and ensure pupils achieve success at an appropriate pace.

Next steps

1. To implement a consistent whole school self -evaluation system for 2.3 LTA
2. To fully embed learner conversations consistently across the whole school in line with tracking and monitoring
3. To continue the development of meta skills across learning and teaching and the whole school community
4. To provide collegiate opportunities to research, practice and progress pedagogy in line with key whole school priorities
5. To continue to develop our BGE in line with the moderation cycle. To ensure that assessments support robust and accurate tracking of levels

Quality Indicator 2.7: Partnerships (Parental engagement) – No Level evaluation required – CS/PH/SM/IJP to contribute

The development and promotion of partnerships Collaborative learning and improvement Impact on learners	This indicator aims to capture the school's success in developing and maintaining strong partnership approaches which improve outcomes for learners and continued self-improvement for the school and community. All partnerships are based on mutual trust and respect for the particular contribution each partner brings. Partnerships are integral to the way a highly-effective school works.

The development and promotion of partnerships

The 2025 Parent survey evidence that most parents are enthusiastic supporters of their child's learning and wellbeing at St Thomas of Aquin's. 88% of Parents state their children like being at St Thomas of Aquin's, 83% of Parents state their children are making good progress at the school, 85% of the Parents state the school is well led and managed, and with an overall 85% satisfaction rate for the school in the 2025 Parent surveys the school continues to get it right for pupils and parents (https://www.st-thomas-of-aquins.org.uk/wp-content/uploads/2016/09/St-Thomas-of-Aquins-2025-Parent-Survey-Analysis.pdf).

Most parents welcome the regular feedback on their child's progress. The BGE Tracking Reports and S1-S3 BGE Parents Evenings supports parents with their understanding of how their child is progressing throughout the Broad General Education. The school has introduced more information events for Parents and the 2025-26 school improvement plan will continue to develop the promotion of partnership working between parents and the school. The Senior Phase Parents meetings along with Tracking Reports and a Full Report, continue to support Parents understanding of their chill's' levels and next steps. The Senior Leadership Team works in collaboration with the Parent Council to support improvement areas identified from Parents. The annual parent survey returns will support priority areas for the 2025-26 Parent Council to focus on. The St Thomas of Aquin's Learning Community meetings involve the 4 associated primary schools and is chaired by a Primary Headteacher. The collaborative plan supports the improvement in moderation of Curriculum for Excellence Levels; transition learning and teaching experiences between St Thomas of Aquin's and the 4 associated Primary schools; and the sharing of assessment standards to enhance pupils' attainment. St Thomas of Aquin's continues to work with Skills Development Scotland, Volunteer Scotland, CEC EAL and ASL services, Spartans outreach services to support the holistic education and success of pupils at St Thomas of Aquin's.

The school has a well-established Parent Council. Most parents feel that they are kept up to date with the work of the Parent Council and are encouraged to participate. Senior leaders meet regularly with the Parent Council and there are examples of members of staff delivering inputs on various aspects of the work of the school.

Collaborative learning and improvement

Where and when appropriate, Senior Leaders, Pupil Support Leaders, Curricular Leaders, and Pupil Support Officers meet with groups and individual parents to increase their confidence in how to support their children's learning. Literacy, Numeracy and Additional Support for Learning meetings along with Child Planning Meetings continue to have a positive impact on raising attainment and achievement particularly for identified pupils. The Senior Development Officer and Depute Head delivered the City of Edinburgh's Raising Teens with Confidence parent course and organised "bring Your Parent to School Day" for parents of S1 pupils to support the transition from primary to secondary. The Business Manager strategically works with the Parent Council to support resources for pupils. Almost all parents feel encouraged to take part in the work of the Parent Council and most parents agree that they are kept up to date with the work of the Parent Council (https://www.st-thomas-of-aquins.org.uk/wp-content/uploads/2016/09/St-Thomas-of-Aquins-2025-Parent-Survey-Analysis.pdf). The senior leadership team attend all Parent Council meetings are most parents appreciate the regular communication and consultation on attainment, achievement, and policy updates.

Impact on learners

There is a desire from senior leaders and parents to work collaboratively together to enhance the wellbeing, achievement, and positive destinations for all pupils. Keys areas are the improvement of differentiation across the school and an introduction of a systematic approach to support the reporting and support of bullying in the school. As part of the parental engagement strategy, staff have delivered workshops on the teenage brain development to parents ,

Next steps:

Parent Council to support pupils' positive destinations via individual Parent volunteer support system for pupils.
Parent Council to support fundraiser for school pupil initiatives
A discussion of how to improve the strategic and operational agenda/impact of Parent Council meetings

Quality Indicator 3.1: Ensuring wellbeing, equality, and inclusion – Evaluation Level of very good - IJP to lead – please read in conjunction with 2.1 return

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	This indicator focusses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all leaners to maximise their successes and achievements.

Wellbeing:

Ethos

Leaders, staff and learners are clear about the vision and values of the school which demonstrably underpin all aspects of school life and place emphasis on inclusion, pupils' rights and learners' wellbeing. These are recognised as key drivers to young people's ability to attain and achieve. The school environment is consistently calm and supportive and is described as a caring and inclusive by pupils, staff, and partners. Almost all parents (93%) report that their child enjoys being a member of the school and most think that the school helps their child to become a confident individual (85%). Most parents agree that their child is making good progress (83%) and receiving the help they need to do well (75%). The strong school ethos is supported by the organisation of regular whole school events (Fun run, disco, concerts, assemblies and celebration days) which are viewed by pupil as real highlights. In the 2026 staff survey, most staff described their professional experience at St Thomas' rewarding (79%) and most (73%) felt valued as part of the community.

The learning environment of St Thomas' is underpinned by mutually respectful and caring relationships between staff and young people. Positive relationships are apparent across the school. These nurturing relationships form the basis of the school's learning environment and are visible in interactions between staff members, pupils, parents and partners. Teachers know pupils well as learners (recognised by most parents (71%) in the annual survey) and support individuals achieve success in their learning. Staff are seen by pupils as kind, supportive, striving for pupils to achieve their best and using a range of supports to do so. In the 2025 3.1 Voluntary SSE), pupils highlighted that they had received high levels of support when faced with challenges with staff in some cases actively "looking out" for them and "going the extra mile to check in". The PSL structure ensures that learners have trusted staff members to whom they can speak with confidence, and with whom they can build relationships throughout their time at the school. In 2026 the majority of learners agree that they can approach a member of staff in school if they are upset or worried (69%). The vertical Key Adult system aims to provide continuity of support for learners by establishing a regular link with key staff who know them well. Through their contribution to the monitoring of attendance, of overall preparedness (iPad) and school uniform prompting weekly communication with parents, KA teachers support the implementation of a shared vision and strong school values.

Most parents (80%) agree or strongly agree that their child is safe at school. Most pupils (83%) agree that they feel safe at school in the pupil survey (2026) and most agree that the staff at St Thomas of Aquin's High School helps them with this sense of safety (75%). Senior Leaders have put into place actions to ensure that all learners feel safe in school and will continue to analyse learner feed-back to measure the impact of these.
However, fewer than half learners agreed or strongly agreed that staff deal well with bullying. As a result, the school has undertaken a review of anti-bullying practices and procedures, including the provision of systems for reporting incidents which reflect learner preferences. The school will continue will pilot and implement new systems and procedures in the next session to address bullying concerns ensuring that pupil voice informs any changes to policy and practice. Clear processes will be outlined within **the** reviewed anti-bullying procedures to ensure that all members of the school community are clear about their roles and responsibilities when addressing incidents of bullying in the school.

PSE

The PSE curriculum is well planned and reflects the school's Roman Catholic ethos. It provides appropriate opportunities for learners to explore issues around diversity, inclusion and equality. The PSL team respond to local and national priorities and plan lessons and themes accordingly.
The structured Personal Education Programme provides a clear progression pathway from S1 to S6 and is updated yearly as part of the curriculum review cycle. The S1-S6 PSE learning journey promotes physical, mental, emotional health and wellbeing and social interactions including for example support during transition, road safety, friendships, online safety, healthy life choices. New resources on Healthy Lifestyles – active lifestyles and health diets have recently been introduced. The delivery of the S1- S6 Relationship programme is embedded across 3 curricular areas (PSE, RE and Science). Equalities units have been embedded across all year groups in the PSE curriculum as well as Police Scotland inputs in the BGE curriculum. 70% of pupils agreed that school helped pupils to lead a healthy lifestyle and 76% stated that they can access regular exercise through school. All young people appreciate opportunities given in PSE to discuss current issues that impact their lives. Staff will continue to review the PSE curriculum with young people to ensure that it is relevant, responsive, and progressive.

All faculties implement the better relationships, better behaviour and better learning whole school policy based on restorative approaches. The majority of pupils (73%) believe that staff help young people be responsible for their own behaviour. Positive peer relationships are encouraged through regular group work, flexible and responsive seating arrangements as well as inputs in the PSE curriculum / SfL & Wellbeing interventions. Staff were observed to be promoting social skills and conflict resolution during the 3.1 2025 voluntary SSE. The 2026 CEC SSE reported a calm, settled atmosphere throughout the school and staff members skilfully supportting learners who are dysregulated or distressed through individual interactions which reflect the school's vision and values, and support provision, including the Well-being Hub and Support for Learning provision (2026 SSE).

Fulfilment of Statutory Duties:
Attendance

School attendance is higher than the national average . The school community has a clear shared understanding of the impact attendance has on attainment. There is a comprehensive attendance policy and strategy which is in line with the local authority's Maximising Attendance Policy, support learners who are struggling to attend school: for example, a programme of support for learners with barriers to learning through counselling provision showed an increase in attendance for 100% of targeted learners.
Staff maintain a strong focus on improving young people's attendance through tracking, monitoring and the implementation of robust processes and procedures, resulting in one of the highest attendance rates in the Authority. Partnerships with the EWS team, Social Work and parents are keys in ensuring that all barriers to regular attendance are recognised and addressed. Staff support some learners experiencing high levels of anxiety through flexible / part-time timetables whilst maintaining a focus on returning to full time education or reengaging young people by offering alternative learning experiences and achieving qualifications as a result.

Safeguarding See 2.1

Inclusion and Equity:
All staff work effectively with pupils, parents and parents to create a culture where everyone is encouraged to achieve and attain.
Staff have high expectations of pupils (83%) and pupils are encouraged by staff to do their best. St Thomas of Aquin's continues to achieve high levels of pupil attainment at level 3 and Level 4 in Literacy and Numeracy Curriculum for Excellence Levels. Strong attainment can also be evidenced at Senior school Level as a result of well-planned curriculum opportunities providing a range of flexible pathways to meet a range of individual needs and aspirations. High quality universal and targeted support allows for strong data in terms of positive destinations ().
Effective strategies are in place in a range of faculties to improve attainment and achievement for learners facing challenges such as those from the most deprived areas (i.e. S1 parental engagement event and S1/S2 peer tutoring programme in literacy and numeracy).
The progress of discrete groups of young people with additional support needs and protected characteristics (CE, YC, EAL, ASN, SIMD 1-3, FME, at risk of not achieving) is tracked and monitored in a termly basis, discussed during TATC meetings, resulting in information being subsequently shared with staff.

ASN
A well-led proactive team supporting learner wellbeing, inclusion and support for learning provides a consistent and positive team around each learner. This support has an impact on positive outcomes for all learners, including those with additional support needs.
The Learning Development and Support (LDS)Team provides support and guidance to learners through a cohesive approach to pupil support, support for learning and wellbeing. Senior leaders track the impact of interventions on attainment and engagement and provide agile and responsive solutions for learners who face barriers to their learning. Universal supports include digital supports, differentiated tasks and, where appropriate, deployment of support staff.
All staff from the learning Development and Support team have an in depth understanding of GIRFEC and wellbeing indicators and make systematic and consistent use of them to support the planning of personalised targets for learners involved in the YPPM process. Next steps are discussed weekly by the House team who discuss and review the effectiveness of support strategies and targeted interventions. Learning Development and Support staff have a detailed knowledge of individual pupils and their personal circumstances which supports highly individualised and pupil centred solutions to arising challenges. Detailed, data and evidence-based tracking and monitoring and systematic targeted tracking of pupils at risk of not achieving lead to individualised intervention being put in place. The child planning process is supported by a range of partners including the school-based counselling service, Be Strong, Be You, Volunteering opportunities through Brighter Futures Scotland, Edinburgh and Lothian Green Spaces Trust, Hearts FC, Superpower Agency, Educational Psychology Services DNA-V, Deciders, Active schools, Fast forward. At Senior Phase level, these opportunities support young people to develop transferrable and employability skills with a view to a successful transition. A wellbeing zone led by a new Enhanced Support Provision staff delivers enhanced learning to pupils with significant and complex needs through lessons focusing on wellbeing, emotional literacy, LifeSkills and learning through nature. There is evidence through literacy standardised assessment data that the SRA intervention has resulted in increased attainment for learners with ASN and facing other barriers to learning. Pupils with behaviours of concerns, low attendance, additional support needs- ASN, CE, YC and from SIMD 1-3 and at risk of not achieving are discussed regularly as part of the House team meeting, allowing for earlier intervention and regular progress review, which was highlighted by staff as being highly effective. A Learning community transition programme from P7 into S1 supports HTs of up to 28 primary schools in transitioning pupils with additional support needs to St Thomas' (bespoke individual visits, enhanced transition for learners with ASN, learners from out with the learning community and EAL learners). St Thomas' uses CEC shared P7 proforma and gather information regarding

CfE levels & attendance through the new Pupil Tracking system. Information collated from CPMs are shared with all staff through an Integrated Support Sheet and updated termly throughout the year.

However, the 2026 SSE highlighted inconsistency in the provision of agreed universal supports and differentiation across faculties and in ensuring that all learners receive an appropriate level of challenge during lessons. Further whole staff CLPL focusing on differentiation is required to ensure that learning episodes include planning for all learners' needs in line with the expectations from the St Thomas' approach.

Targeted support includes the use of 1:1 support, provision through support for learning, and taught session within the wellbeing hub. Daily check ins are held with identified learners to support their wellbeing and attendance. An Off-site provision in the form of a Youth Café provides taught lessons to support learners to complete coursework.
Strong relationships are evident, and nurture forms a central aspect of planning for individuals and the school population as a whole. Learner voices are respected and there are appropriate systems in place to ensure that pupil voice is heard and acted upon. Staff describe a culture of unconditional regard for pupils, and an ethos which provides learners with fresh starts as needed.
Strong outcomes for learners in S4 are attributed to curriculum structure, qualification pathways and highly individualised and bespoke supports planned for learners. Senior leaders will continue to ensure that the analysis of cohorts of learners who may experience disadvantage continues to inform self evaluation and further action . Positive destinations are consistently above the VC at 98,11% over the past 2 years.
However, there is recognition of inconsistency in pastoral support across houses and across S1-S6. As a result, there is restructuring underway to improve equity through a strengthened house/depute model A range of partners support wellbeing opportunities for learners, including the Be Strong, Be You programme, Police Scotland, and Fast Forward.

Diversity

There are well-planned opportunities through the curriculum for learners to explore diversity and multi-faith issues, within the framework of the school's Roman Catholic curriculum and ethos. Learners are confident discussing the beliefs and practices of others and demonstrate respectful curiosity about the lived experience of people of different faiths and cultures. Senior leaders should continue to review evidence for this quality indicator which would indicate an evaluation of very good by the end of this session.
"Dignity and worth of each individual" are actively promoted through the RE curriculum including insight into a wider range of cultures and religions, promoting respect and understanding whilst examining closely issues linked to protected characteristics.
In SfL , small group lessons and social thinking programmes support the understanding of diversity and inclusion. Peer mentoring programmes support the participation and inclusion of learners in the wider school. All staff have attended equality and diversity training, and most faculties have in place a decolonising the curriculum strategy. Young people are developing their understanding of protected characteristics through, for example the PSE, RE and health and wellbeing curricula. The RE curriculum supports children gain a deeper understanding of different cultures and traditions. Senior leaders will put a framework in place as part of the self-evaluation process to evaluate the impact of CLPL related to inclusion, diversity and equity to inform next steps for staff development.

PEF

Almost staff (97%) report having a clear understanding of the social, cultural, and economic context of the school and feel appropriately supported by the school to undertake their role . Equally, almost staff (91%) report using information effectively to reduce inequalities in children and young people's outcomes. Several faculties have implemented strategies to this effect (PEF purchased equipment in PE to foster engagement , implementation of the free school day- ebooks, resource boxes and free scientific calculator in Maths), supported study sessions, use of video lessons, notes and exercises uploaded to Teams to support learning at home, ipad charging stations, ipad pens and headphones, interactive games).

Pupil Equity funding is used to support key interventions for learners experiencing additional challenges. These are taken forward through effective partnerships with third sector organisations such as Brighter Futures, Big Hearts, The Green Team to increase engagement, attendance and attainment among young people experiencing barriers to learning. An integrated appraoch to aupporting learners and families across a range of key staff supports timely, effective and creative interventions seeking to improve outcomes for learners. Young People across all Scottish Index of Multiple Deprivation (SIMD) deciles achieve more than those from similar backgrounds nationally.

Strategies used include a Wellbeing hub offering targeted wellbeing and skills development interventions as well as a range of targeted interventions to support a variety of students achieve their potential and make successful transitions into further education or work opportunities.

Tracking data is used effectively to identify learners at risk of not achieving/ attaining or facing additional challenges to ensure a comprehensive approach to planning for interventions . The progress and achievements of young people requiring additional support is closely monitored by Curricular Leaders, the Learning Support and Development Team and Depute Head Teachers who coordinate a wide range of additional supports to enhance the attainment and achievement of all learners. This targeted approach along with a variety of partnerships has resulted in sustained positive destination for almost all young people on leaving school.

Rights Respecting School

The school is working towards accreditation at Right Respecting Schools gold level. All faculties are in the process of raising greater awareness and further embedding the UNCRofC through by incorporating the Rights Respecting School and Girfec frameworks to the delivery of their curriculum. Some faculties have attended additional CLPL (PSE) , have undertaken an audit of their curriculum and reviewed their course outlines in line with with UN articles

Learners, staff and the wider school community have a shared understanding of wellbeing and rights. Staff include the language of Rights Respecting Schools within taught lessons and in interactions throughout the school day. CAT sessions have included input on RRS and the school has commendably achieved Silver status . Learner profiles include reference to wellbeing and as a result, staff are well informed of wellbeing concerns and are supported supported to make accomodations and reflect needs in their planning. There are well organised and structured approaches to reviewing and responding to wellbeing concerns and staff value the opportunities provided for feed-back following submission of wellbeing forms.

Next Steps:

Implement new Anti-bullying system and anti-bullying ambassadors
Improve differentiation across the school pupil experience
Develop a St Thomas of Aquin's Equality policy
Further develop Wellbeing strategies for pupils and staff

Quality Indicator 3.2: Raising attainment and achievement – Evaluation Level of Very Good – CS to lead

Attainment in Literacy and Numeracy Attainment over time Overall Quality of learners' achievement Equity for all learners, including specific reference to Looked After children & other Equity cohorts	This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indictor.

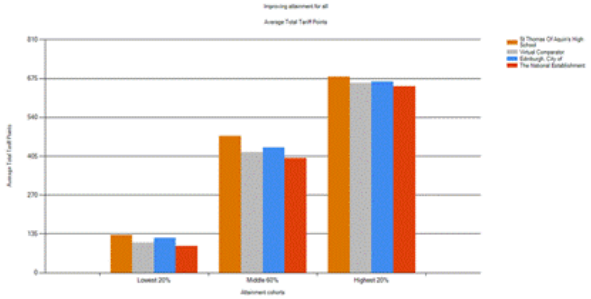
Attainment in Literacy and Numeracy – St Thomas of Aquin's S3 Numeracy and Literacy CfE levels for the last 3 years: St Thomas of Aquin's pupils attain well in Literacy, and these high standards are sustained on a yearly basis. Over the last 3 years, almost all S3 pupils achieve Third Curriculum for Excellence (CfE) Level or better in Literacy and most of S3 pupils achieve Fourth CfE level in all Literacy. The school provides SRA classes to pupils who have a standardised reading score of 85 or under co-ordinated between Support for Learning and the English Faculty. Maths and English S1 & S2 sets are constructed to support a smaller pupil-teacher ratio where necessary. St Thomas of Aquin's pupils attain well in Numeracy and these high standards are sustained on a yearly basis. Over the last 3 years, almost all S3 pupils achieve Third Curriculum for Excellence (CfE) Level or better in Numeracy and most S3 pupils achieve Fourth CfE level in Numeracy. Through a variety of experiences, Maths Week Scotland, Number Day, and National Numeracy Day St Thomas continues to raise the profile of Numeracy for pupils. A Numeracy booklet to support consistent approaches is in place across the school. Parents of S1 pupils at risk of not achieving Level 3 Numeracy and Literacy are invited to a parental engagement event at the school. There is also a S1 Numeracy catch-up club led by S6 pupils from October onwards (these types of events are now in place for Literacy at St Thomas of Aquin's). In line with teaching methods introduced across the St Thomas Learning Community, the Mathematics and Numeracy Faculty have implemented SEAL strategies within the lower ability sets taking into consideration barriers to learning.

S3 2025	% on track to achieve Third level or better	% on track to achieve Fourth level
Numeracy	94% of pupils on track to achieve Third level or better (132 out of 141)	91% of pupils on track to achieve Fourth Level (128 out of 141 pupils)
Literacy	93% of pupils on track to achieve Third Level of better (130 out of 140 pupils)	86% of pupils on track to achieve Fourth Level (120 out of 140 pupils)

Attainment over time: St Thomas of Aquin's has produced detailed attainment data for stakeholders over the last 8 years which is placed on the school website: https://www.st-thomas-of-aquins.org.uk/about/achievements/ . The below attainment data offers a snapshot of S4 and S6 data supports an analysis of the starting and completion points for pupils in the Senior Phase at the school.



2024 S6 Level 4 in Literacy and Numeracy (based on S4 cohort numbers) is at **97.79%.** St Thomas of Aquin's Level Literacy and Numeracy combines statistic is **8.91% above the Virtual Comparator**. 2024 S6 Level 5 in Literacy and Numeracy is at **89.71%**. St Thomas of Aquin's Level Literacy and Numeracy combines statistic is **16.92% above the Virtual Comparator**.

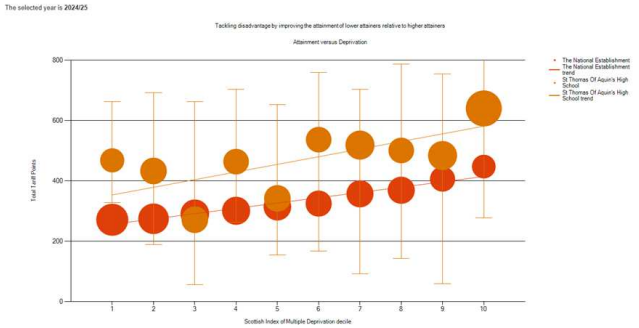


The average total tariff points measurement allows secondary schools to compare pupil attainment by taking a pupil's average National Qualification subject attainment levels and comparing it with other pupils who may be presented for a different number of National Qualifications. S4 St Thomas of Aquin's average total tariff attainment, at the Lowest 20%, Middle 60%, and Highest 20% of pupils, outperforms all the metrics it is compared to.

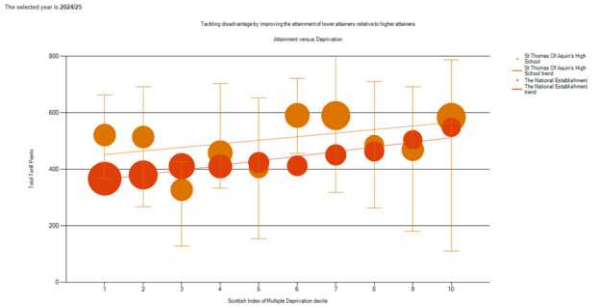
Overall Quality of Learners achievement: Pupils at St Thomas' are given the opportunity to be successful, confident, and responsible in the life of the school, the wider community, and as global citizens. The Senior Development Officer (2024-2025) has started the process of implementing a MS Teams survey (twice yearly) to record and track S1-S6 people's achievements. This analysis is shared with Key Adults, Faculties, and where appropriate the wider school community. The focus of this piece of work iidentifies and celebrates the holistic education of every pupil at the school. The school provides as many lunchtime and afterschool clubs (https://www.st-thomas-of-aquins.org.uk/wp-content/uploads/2024/09/Extracurricular-clubs-24-25.pdf) as possible. St Thomas' annual Junior and Senior Awards pupils' achievements awards celebrate as many pupils as possible and are contextualised in Curricular, Sports, Arts, and Charity areas. The school uses accreditation in Caritas and Duke of Edinburgh to ensure pupils undertaking charity work are positively recognised within the school. The school 2 comprehensive newsletters (https://www.st-thomas-of-aquins.org.uk/newsletter/newsletter/) complement the weekly HT parent briefing and is shared with the school community to celebrate the work of as many pupils as possible. Faculties are celebrating S1-S6 pupils' achievements, and this process now needs to be aligned into a consistent system to support all pupils' achievement experiences. The school has a wealth of local half and daily fieldtrips in place for pupils and is growing in confidence in returning to delivering national and European fieldtrips.

Equity for all learners, including specific reference to Looked After children and other Equity cohorts: For the 2025-26 session I have added a further set of insight analysis focusing on target equity groups. This draft set of data will be shared at the February City of Edinburgh supported self-evaluation and will become a feature of annual Insight analysis. The initial equity groups I will focus on will be, pupils with additional support needs; pupils who have English as an additional Language; and Pupils in Social Index of Multiple Deprivation Deciles 1 and 2 (Quintile 1). I will focus on the S4 year group and their total tariff points initially as means of a baseline and each year build up a picture of hoe St Thomas of Aquin's supports and plans for improving attainment for all pupils including those in equity groups.

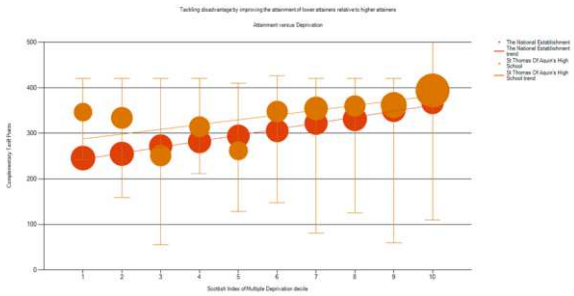
2024-25 S4 pupils with additional support needs (total tariff points): complementary tariff points.



2024-25 S4 pupils with English as a second language (total tariff points):



2024-25 S4 candidates based on S4 cohort numbers: SIMD



Next Steps:

Develop a consistent CfE Target setting system
Enhance Faculty moderation meetings with external partners
Develop a systematic tracking system for the achievement of all pupils

	Quality Indicator	School Self – Evaluation 2025 - 26	Inspection Evaluation
1.3	**Leadership of Change**	Good	
2.3	**Learning, Teaching and Assessment**	Good	
3.1	**Ensuring Wellbeing, Equity and Inclusion**	Very Good	

3.2	**Raising Attainment and Achievement**	Very Good	