Standards, Quality and Improvement Plan

for

St Augustine's RC High School

St Augustine's provides a welcoming and friendly environment within a Christian context, celebrating inclusion and diversity, providing high quality learning to enable all young people to achieve their potential.

Standards and Quality Report for session: 2017 - 2018

Improvement Plan for session: 2018 - 2019

Context Of The School

St Augustine's RC High School is one of three, state, denominational schools in Edinburgh with a catchment area covering an area greater than one third of the City, and is truly comprehensive, with a current roll of just under 700 pupils. Approximately 60% of our pupils are SIMD1-4 and 45% of pupils have English as an Additional Language. It has a good reputation in the community for its ethos, its pastoral care and its many and varied achievements, both academic and sporting.

St Augustine's was founded in 1969 and was rebuilt under the CEC's PPP2 initiative in January 2010.
It therefore benefits from modern facilities and up-to-date digital technology.

The school draws the majority of its pupils from five partner primary schools (St Cuthbert's, St David's, St Joseph's, St Margaret's and St Andrew's) however, the school also receives pupils from approximately thirty other Primary schools.

Staffing: -

- Teaching staff; 53.22 fte
- Staff other than teachers comprising: -
    - 8 Learning Assistants of whom 6 work in the Support for Learning Department, 1 is in Pupil Support & is welfare assistant and 1 is in HE
    - 3 Classroom assistants.
- Technicians; CDT 0.4 fte; Science 1fte
- Administration staff; 1Business Manager, 1 Admin Assistant, 3 Admin
- 1 Librarian

Capacity for Continuous Improvement

Through a range of CLPL, collaborative self-evaluation and school improvement groups led by a number of un-promoted staff, we have fostered a culture of school improvement and self-evaluation at every level whilst developing teacher professionalism.

The school has also created a range of leadership development roles and opportunities through Wellington monies and PEF such as DO Inclusion, DO Raising Attainment and Parental Engagement, DO Nurture and DO DYW.
This has allowed us to build leadership capacity as well as recognising professional knowledge and understanding.

Standards and Quality Report 2017-18

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School Priority 1: **Raising Attainment - To raise attainment in numeracy and literacy**
Outcomes: **To ensure all pupils leave school with a minimum of five qualifications, with a minimum of level 4 in literacy and numeracy**

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NIF Priority 1 – Improvement in attainment, particularly in literacy and numeracy.

Tasks: Develop differentiated teaching methodologies to meet all pupil needs

Develop Family Learning Programme to support Literacy & Numeracy

Share the standard across the cluster in Literacy & Numeracy

Develop monthly attainment meetings to all faculties

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QIs 1.1 Self-evaluation for self improvement
1.2 Leadership of Learning
2.3 Learning, Teaching and Assessment
2.4 Personalised Support
2.5 Family Learning
3.2 Raising Attainment and Achievement

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Progress and impact:
Attainment in literacy and numeracy at both level 4&5 is greater than our VC and there is improved attainment for the lowest attaining 20% and middle attaining 60%. Attainment in Social subjects, English, ESOL and technologies is well above that of our VC.
All pupils S3-6 have access to digital technology (ipad) which enables differentiation
An accelerated learning programme has been introduced for P7 pupils to meet the needs of able pupils. S1 courses will be amended in light of this.
In addition to SRA in English for S1 and S2, a Maths Support class was run for s2 pupils and ESOL classes for Senior Phase. The appointment of a Nurture Officer, funded by PEF, has also supported pupils in Literacy for whom SRA was difficult to access.
Active Learning approaches are used in most subject areas and Bloom's Taxonomy fans are used for differentiation in some subjects.
CL Languages and Literacy and CL Maths & Numeracy have led information sessions with P7 parents at Transition Meeting. In order to support parents in helping their child's Numeracy and Literacy development, information stands have been provided at all Parent Evening Events and information and links uploaded on School Website.
With a particular focus on Primary 6 and Primary 7 into S1, Standards for Reading and Writing and Numeracy have been shared and assessments moderated across the cluster.

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Monthly Attainment meetings with CL English, Maths Science, ICT and Social Subjects, as well as continued use of NOUAs, have ensured parents are aware of any underachievement and work collaboratively on strategies to support pupils in meeting deadlines and completing units.

Next Steps: (link to Improvement plan for 2018-19)
- Develop differentiated teaching methodologies, pedagogy and resources to meet pupil needs better and lead to enhanced attainment, particularly for gifted and talented pupils
- Continue Family Learning Programme with Extended Family Learning Event
- Extend the pupil tracking sheet for numeracy to all year groups
- Establish a pupil tracking sheet for literacy
- Build the extended monthly attainment meetings for S4 into the QA calendar
- Standardisation of written work in BGE to meet Level 4 Literacy across Learning before entering the Senior Phase

School Priority 2: Reduce the attainment and achievement gap for our school and raise the attainment bar
Outcomes: All staff will be aware of what the attainment and achievement gap looks like within their faculty and across the school.
Staff will use a wide range of performance information and strategies to reduce the attainment and achievement gap.

NIF Priority 2 - **Raise the attainment bar and close the attainment gap between the most and least disadvantaged children**	QIs
Tasks: Extend Insight Data training to all staff and build into QA Programme	1.1 Self-evaluation for self-improvement
Increase engagement with tracking database across all faculties	1.2 Leadership of Learning
Pilot Circle documents	1.5 Management of resources to promote equity
Focus on improving attendance for a targeted year group	2.3 Learning, Teaching and Assessment
	2.4 Personalised Support
	2.5 Family learning
	2.7 Partnerships
	3.2 Raising Attainment and Achievement

Progress and impact:
Staff are more aware of SIMD and impact this can have on pupils' attainment.
Through Insight training, staff are better informed about the attainment gap within their faculties and are planning new courses, including NPAs, WAs and PDAs for session 18/19 and 19/20 to meet the needs of our cohort better. These are included in the new curriculum map.
The re-design of option columns, as well as the addition of an extra National Qualification in S4, will ensure better continuity, breadth and depth of learning to maximise attainment. This re-design has also facilitated additional periods for STEM and Enterprise in BGE.
The school's Nurture Officer, funded by PEF, has supported pupils in Literacy for whom SRA was difficult to access and the school's DO has supported pupils at risk of exclusion with numeracy development.
A range of parental engagement strategies have been piloted throughout the school and progress and impact are still being measured.
DO Raising Attainment trained all staff in the use of Tracking Database and created personal tracking folders with pupil information for each member of staff, ensuring more awareness of the attainment gap as well as leading to more timeous and effective interventions.

CIRCLE working group piloted 'Structure and Routines' strategies from CIRCLE document in PE, Social Subjects and Modern Languages. Pupil feedback show that for a majority of young people this is effective and plans to roll out to whole school next session.

As well as whole school strategies for improving attendance, the DO Raising Attainment has met weekly with targeted group and their attendance records show marked improvement.

Next Steps: (link Improvement plan for 2018-19)

- Further develop differentiated teaching methodologies, pedagogy and resources to meet pupil needs better and lead to enhanced attainment, particularly for gifted and talented pupils
- Continue Family Learning Programme with Extended Family Learning Event(s)
- Develop and promote new courses in Curriculum Choice Columns 2018-2019
- Track all pupil attainment and attendance from S1
- Create 'catch-up' resources to ensure all pupils leave with a minimum number Nat 4 qualifications or units.
- Improve parental awareness of key dates for assignments and assessments through monthly email communication (info-bulletin)

School Priority 3: There will be well embedded systems in place to promote wellbeing across all aspects of school life
Outcomes: Pupils' emotional and wellbeing needs met across a range of contexts by all staff and parents

NIF Priority 3 – Improvement in children and young people's health and wellbeing **Tasks:** Establish Nurture base to support vulnerable pupils into learning Develop strategy for whole school development of Two SHANARRI Indicators Implement Developing In Faith	QIs 1.3 Leadership of change 2.1 Safeguarding and Child Protection 2.2 Curriculum 2.4 Personalised Support 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.3 Increasing creativity and employability

Progress and impact:

We ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included through a range of extra-curricular activities such as our breakfast club, our inclusion hub and our library helpers. Health and Wellbeing permeates our curriculum with topics such as the Health Triangle in Science, Meditation and Relaxation techniques in RE and Growth Mindset sessions in Social Subjects. Our young people showed their respect for others through the True Colours group, the Unity and Diversity Week and YPI and Caritas work. Targeted support has been provided by the first task listed above, whilst Universal support is being further enhanced through the other 2 tasks.

- DO Nurture appointed and Nurture base established through PEF. Soft Start programme for S1 pupils implemented and pupils transitioned successfully to full-time timetable. There was also an increased improvement in attendance for some targeted pupils.
- Two SHANARRI indicators Responsible and Respected identified through whole school and stakeholder audit. All staff more aware through departmental poster template and staff CLPL. Pupils have heightened awareness through assemblies, PSE programme and alternative curricular events Green Team, YPI, CARITAS, MVP.
- Through consultation with staff, pupils and parents the theme of 'Celebrating and Worshipping' was selected and a SIG established which has begun work to promote this further.

Next Steps: (link to Improvement plan for 2018-19)
- Further develop links with Partner Agencies and TATC
- Enhance awareness of Wellbeing and Edinburgh Wellbeing Outcomes across the school
- Further promote Respected and Responsible across the school

School Priority 4: Our young people will achieved a sustained positive destination.

Outcomes: Effective systems will be in place to enable young people to access a flexible and varied range of learning pathways that support them to a sustained positive destination

NIF Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people **Tasks:** Increase the number of WA and PD awards on offer to pupils Enhance staff awareness of CES	**QIs** 1.2 Leadership of Learning 2.2 Curriculum 2.6 Transitions 2.7 Partnerships 3.3 Increasing creativity and employability

Progress and impact:

The school continues to have one of the highest initial and sustained Positive Destinations in the Authority (96%)

- There has been an increase in the number of WA and PD awards offered including the following: Religious Beliefs and Values NPA implemented for all S3 pupils and all CARITAS pupils; Duke of Edinburgh; John Muir Award; SALTIRE awards; SQA Leadership. Some of this work has been funded by PEF.
- A curricular redesign, implemented in June 2018 includes a variety of lateral progression opportunities and enrichment courses.
- Staff have an enhanced awareness of the Career Education Standards through CLPL. Pupils, parents and staff are more cognisant of DYW priorities and opportunities through a variety of platforms e.g. Twitter, OneNote, Instagram, Employability Express bulletin.

Next Steps: (link to Improvement plan for 2018-19)

- Employability skills will be further enhanced through faculties adopting lessons from MyWOW
- Arrange and deliver a focus week on Careers/DYW/Skills across the Curriculum

Self-Evaluation 2017 – 2018

	Quality Indicator	School Self – Evaluation 2017 - 18	Inspection Evaluation (If during 2017-18)
	What is our capacity for continuous improvement?	4	N/A
1.3	Leadership Of Change	4	N/A
2.3	Learning, Teaching And Assessment	4	N/A
3.1	Ensuring Wellbeing, Equity And Inclusion	5	N/A
3.2	Raising Attainment And Achievement	4	N/A
3.3	Increasing Creativity and Employability	5	
2.5	Family Learning	3/4	

Statement of Impact of Pupil Equity Fund/Exceptional Spend:

For session 2017-18, the Pupil Equity Fund has totalled £70,800. There is a carry-forward of £42,326 to session 2018-19. This spend is deemed exceptional and the plans for this spend are outlined in the school improvement plan for 2018-19 and coded green.

2016 – 2020 School Self Evaluation/Plan for QI Engagement

	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					

Key areas for school improvement

NIF Priority 1 – Improvement in attainment, particularly in literacy and numeracy.	QIs 1.1 Self-evaluation for self improvement
	1.2 Leadership of Learning
	2.3 Learning, Teaching and Assessment
	2.4 Personalised Support
	2.5 Family Learning
	3.2 Raising Attainment and Achievement

Priority 1: To raise attainment in numeracy and literacy

Outcomes: To ensure all pupils leave school with a minimum of five qualifications, with a minimum of level 4 in literacy and numeracy

Tasks	By Whom	Resources	Timescale	Impact
Develop differentiated teaching methodologies, pedagogy and resources to meet pupil needs better and lead to enhanced attainment, particularly for gifted and talented pupils	CLs All Staff CL Numeracy + Maths staff	Departmental Improvement Time Inset time Subject Leaders' Meetings Planning time	August 2018 to May 2019 October 2018	

<mark>Continue Family Learning Programme with Extended Family Learning Event</mark>	CL Languages & Literacy + English + Modern Languages Staff CL Science + Science Staff	Family Learning SIG Subject Leaders' Meetings Relevant QIO		
Extend the pupil tracking sheet for numeracy to all year groups	CL Numeracy Maths Staff Numeracy SIG	Management Time Admin Staff	October 2018	
Establish a pupil tracking sheet for literacy	CL Literacy English staff Literacy SIG	Management Time Admin Staff	October 2018	
Build the extended monthly attainment meetings for S4 into the QA calendar	SLT CLs SfLL DO Raising Attainment Inclusion officer	Meeting Time Admin Staff	September 2018	
Standardisation of written work in BGE to meet Level 4 Literacy across Learning before entering the Senior Phase	CL Languages and Literacy SIG All staff	CL Management Time SIG Time Sharing the Standard Time	November 2018	

NIF Priority 2 - Raise the attainment bar and close the attainment gap between the most and least disadvantaged children	QIs
	1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning 1.5 Management of resources to promote equity 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family learning 2.7 Partnerships 3.2 Raising Attainment and Achievement

Priority 2:   Reduce the attainment and achievement gap for our school and raise the attainment bar

Outcomes: All staff will be aware of what the attainment and achievement gap looks like within their faculty and across the school.

Staff use a wide range of performance information and strategies to reduce the attainment and achievement gap.

Tasks	By Whom	Resources	Timescale	Impact
Develop differentiated teaching methodologies, pedagogy and resources to meet pupil needs better and lead to enhanced attainment,	CLs All Staff	Departmental Improvement Time Inset time Subject Leaders' Meetings	August 2018 to May 2019	

particularly for gifted and talented pupils ==Continue Family Learning Programme with Extended Family Learning Event==	CL Numeracy + Maths staff CL Languages & Literacy + English + Modern Languages Staff CL Science + Science Staff	Planning time Family Learning SIG Subject Leaders' Meetings Relevant QIO	October 2018	
Develop new courses for inclusion in Curriculum Choice Columns 2018-2019	All Faculty staff	SQA Website Subject Leader Meetings Departmental Improvement Time	August 2018 – January 2019	
Track all pupil attainment and attendance from S1	All Teaching Staff	==Tracking Database== Management Time WTA time	August 20128 – June 2019	
==Develop catch-up packs to ensure all pupils leave with at least Nat 4 qualifications or units.==	All Faculty staff	SQA Website Subject Leader Meetings Departmental Improvement Time	August 2018 – January 2019	
Improve parental awareness of key dates for assignments and assessments through monthly email communication (info-bulletin)	SLT CLs Admin staff	SEEMIS Admin time	August 2018 – May 2019	

NIF Priority 3 – Improvement in children and young people's health and wellbeing	QIs 1.3 Leadership of change
	2.1 Safeguarding and Child Protection
	2.2 Curriculum
	2.4 Personalised Support
	2.7 Partnerships
	3.1 Ensuring wellbeing, equality and inclusion
	3.3 Increasing creativity and employability

Priority 3:   There will be well embedded systems in place to promote wellbeing across all aspects of school life

Outcomes: Pupils' emotional and wellbeing needs met across a range of contexts by all staff and parents

Tasks	By Whom	Resources	Timescale	Impact
Health & Wellbeing SIG to further promote the two SHANARRI indicators of Respected and Responsible across the school	H&W SIG H&W coordinator PSLs	Education Scotland materials	October 2018	
Develop more robust tracking of Edinburgh Wellbeing Outcomes for targeted pupils	SLT PSLs Dos and Apex Scotland Re:Set mentor	Edinburgh Wellbeing Outcomes	October 2018	

NIF Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people	**QIs** 1.2 Leadership of Learning 2.2 Curriculum 2.6 Transitions 2.7 Partnerships 3.3 Increasing creativity and employability

Priority 4:   Our young people will achieved a sustained positive destination.

Outcomes: Effective systems will be in place to enable young people to access a flexible and varied

range of learning pathways that support them to a sustained positive destination

Tasks	By Whom	Resources	Timescale	Impact	
All faculties will adopt one lesson from MyWOW for each year group	CLs and teaching Staff	Lesson Planning Time MyWOW website	August 2018-May 2019		
Arrange and deliver a focus week on Careers/DYW/Skills across the Curriculum	DO DYW	Management Time Lesson Planning Time	TBC by DODYW		

Standards and Quality Report 2017-18 for St Augustine's Cluster

Cluster 1: Define a common cluster values, vision and aims which links in with our curriculum map and provides pupils with support in improving outcomes for health and wellbeing

Priority 1 - NIF Priority 3 - Improvement in children and young people's health and wellbeing	**QIs** 1.1 Analysis and evaluation of intelligence and data
	2.4 Personalised Support
	3.1 Ensuring Wellbeing, Equality and Inclusion

Progress and impact:

Vision, Values and Aims - Banners created and most schools have re-written Vision, Values and Aims– including a Cluster One and Cluster Logo
Most pupils are aware of expectations re behaviour and values; ultimately leading to better behaviour and improved learning

TATC still encountering difficulties due to disparate locality Spreadsheet created
Individual schools have done nurture training/ building resilience/ Confident Staff

'Inclusion and Equality', in particular reference to LGBTI and Catholic schools – supporting parents and children
Equalities Training held for HT in St A on 5th Sept; DHT from Glasgow shared Glasgow council work with LGBTI. Still awaiting guidance from SCES

Next Steps: (these will link to what goes in to your Improvement plan for 2018-19)
- ACEs (Portobello 9/06/18), Nurture Approaches, embed and extend Building Resilience Programme and consider impact for HS
- Cluster parent session??? Restorative Practice
- Confident Staff, Confident Children – Angela at St David's is now a trainer for this for parent and staff
- Further develop TATC with support from QIO/ Authority

Cluster Priority 2: Raising Attainment in Literacy and Numeracy to ensure employability skills	
NIF Priority **Priority 1 – Raise attainment in literacy and numeracy** **Priority 2 - Raise the attainment bar and close the attainment gap between the most and least disadvantaged children** **Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people** NIF Driver	**Please select the most appropriate QIs** HGIOS4/HGIOELC QIs/Identified Themes 1.3 Developing a shared vision, values and aims relevant to the school and its community 2.3 Quality of teaching 2.4 Targeted & universal support 2.4 Removal of potential barriers to learning 3.2 Equity for all learners 3.2 Attainment over time

Progress and impact:
Literacy and Numeracy benchmarks and planning
Literacy co-ordinators have met with LEvans (St A) for moderation of reading and sharing good practice; focused on moderation of first level, focusing on reading – visits across the cluster; further meeting today 2/06; positive feedback from staff

Numeracy – work has been done in individual schools but there is a need for more moderation across the Cluster. Increased use of Numicon and SEAL and Big Maths though different resources used across Cluster.

Positive destinations to be analysed by postcode and distributed to Primary Schools

Most staff have an increased awareness of Career Education Standards 3-18 and Responsibility of All to embed skills across and within the curriculum and enhance pupil knowledge across the Cluster
St Augs held two CES insets with all staff; Ken Edwards did session in Aug – MGraham in Jan
HT have attended STEM and DYW events
STEM - St Cuthbert's have organised a Careers Fayre; STEM Cluster Competition and Edinburgh College; St David's ran a successful Science week including STEM related tasks and activities and have completed self-evaluation toolkit and Skills programme linked to DYW Framework email skills posters and attend next cluster meeting and discuss elements of good practice in all primaries

Next Steps: (these will link to what goes in to your Improvement plan for 2018-19)
- moderation of numeracy and sharing standard across cluster (including visits) to be planned in same way as literacy – establish links with QAMSOs

Statement of Impact of Pupil Equity Fund/Exceptional Spend:

How was PEF money spent in each of Schools?

St Margaret's – Visible Learning and PSA hours, PE kits, Breakfast club 2 mornings a week

St Joseph's – Visible Learning and Pupil Support Officer to improve late-coming and emotional support

St Cuthbert's – Visible Learning, Nurture group staff, increased SfL hours for in-class support, PSA doing art therapy

St David's – Visible Learning, Numicon training and resources, EYP working in p1/2 targeting literacy and numeracy in SIMD 1-2, ½ day teacher for EAL pilot literacy across the curriculum, increased SfL hours to full-time and full time PSA, increased parental engagement with Lifelong Learning and Development

St Andrew's –

St Augustine's – Nurture Base and Youth Worker (c/f), John Muir Award, Excursions, PE Kit, Breakfast Club.

5) Summary of Evaluations against Key Indicators

Evaluation key:

Level 6	Excellent	Outstanding or sector leading
Level 5	Very Good	Major strengths
Level 4	Good	Important strengths with areas for improvement
Level 3	Satisfactory	Strengths just outweigh weaknesses
Level 2	Weak	Important weaknesses
Level 1	Unsatisfactory	Major weaknesses

QI		Evaluation
1.3	Leadership of Change	4/5
2.3	Learning, Teaching and Assessment	4
3.1	Ensuring wellbeing, equality and inclusion	4
2.5	Family Learning Theme 1 Engaging families in learning	4