

ST AUGUSTINE'S RC HS

Standards and Quality Report

How Good is our School?

Context of the School

St Augustine's provides a welcoming and friendly environment, celebrating inclusion and diversity, providing high quality learning to enable all young people to achieve their potential. In our Catholic School, we value Potential, Respect, Achievement, Inclusion, Support and Equality. To ensure all young people fulfil their potential we aim to:

- Work in partnership with parents and carers and the wider community
- provide high quality learning experiences
- provide a curriculum which meets the needs of all learners
- provide support for all based on the Gospel values
- ensure that we Get it Right for Every Child

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 over 700 pupils. As our school continues to grow, we have an increasing staff comprised of part time and temporary staff. The school has experienced recruitment challenges, including staff shortages in Business Education (1 teacher short for 8 months) and no teachers for 3 months in Home Economics. Approximately 60% of our pupils are SIMD1-4 and 45% of pupils have English as an Additional Language. The school has a good reputation in the community for its ethos, its pastoral care and its many and varied achievements, both academic and sporting.

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; 56.65 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; 1 Business Manager, 1 Admin Assistant, 3 Admin
- 1 Librarian

At SCQF Level 4 and at Level 5 our performance has been greater than our Virtual Comparator since 2016 and our Leaver Initial Destinations has surpassed not only our Virtual Comparator but also the City of Edinburgh, the South East Improvement Collaborative and the National Statistic. In improving attainment versus deprivation for S4,S5, and S6 pupils are broadly in line with our Virtual Comparator and in improving attainment overall we have improved attainment for our lowest attaining pupils but continue to work on raising attainment for our highest attaining pupils.

[SCOTXED Insight](#)

Capacity for Continuous Improvement

	Quality Indicator	School Self – Evaluation 2018 - 19
	What is our capacity for continuous improvement?	4
1.3	Leadership Of Change	5/4
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3.2	Raising Attainment And Achievement	4
2.6	Transitions	5/4

[Evaluation of 2018-19\3.1 self eval return to QIO 2019.docx](#)

[Evaluation of 2018-19\2.3 self eval return 2019.docx](#)

The school has a collaborative and collegiate approach to school improvement through self evaluation. We have a culture of collaborative decision making and self evaluation at all levels. School Improvement groups are led by both promoted and unpromoted staff and improvement priorities reflect robust self evaluation as well as national and local priorities.

The school has created opportunities for collaborative leadership at every level via an Extended SLT, School Improvement Groups and a range of development posts and roles. This has allowed us to build leadership capacity across the school whilst enhancing leadership of change, recognising professional knowledge and understanding.

The various appointed Development Officers have implemented a range of strategies and actions which have improved outcomes for some of our most vulnerable learners and learners at risk of exclusion. The work completed by the Development Officer DYW in embedding the Career Education Standards has contributed to our consistently high positive destinations. Our Literacy and Numeracy Coordinators have continued to develop strategies to ensure that our Literacy and Numeracy attainment at both level 4 and level 5 have consistently outperformed our Virtual Comparator.

The Teaching and Learning School Improvement group has delivered CLPL on differentiated methodologies and there is steady improvement in teaching and learning, contributing to improvements in attainment.

Leadership of Change

Themes

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

Our Illustration

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

Our vision, values and aims which we recently revised in collaboration with pupils, parents, staff and partners have been embedded across the life and work of the school. Our vision is ambitious, inclusive and focused on achievement and attainment, leading to positive destinations for all. They provide a clear sense of direction and purpose for the school.

Vision, values and aims are displayed prominently around the school, in every room. Our banners for our Cluster have been distributed to all our Associate Primaries.

- **Strategic planning for continuous improvement**

The school makes effective use of Inset, Collegiate Activity Time and Departmental Improvement Time to evaluate priorities and identify strengths and areas for development. Staff regularly review faculty improvement plans, ensuring change results in improvement for all our learners. Almost all staff participate in school improvement groups to take forward school developments.

The school has appointed Development Officers to lead change and ensure sustainability of strategic objectives. Senior leaders effectively guide and manage the strategic direction and pace of change through scheduled quality assurance. Leadership of improvement priorities is distributed to staff through School Improvement Groups, chaired by non-promoted staff, which meet monthly with SLT to review progress and plan for further improvement. Timetabled extended SLT meetings, which are open to all, ensure strategic decision making and planning involves a wide range of staff.

We are increasing the involvement of parents and pupils in decision making through a range of online platforms and bi-weekly focus meetings with pupils.

- **Implementing Improvement and Change**

Senior Leaders promote and support innovation and change. School Leaders invite all staff to share ideas and contributions and encourage staff to seek out opportunities to develop improvements. The school works collaboratively to ensure a creative and collegiate approach to change. Consequently, almost all staff take responsibility for implementing change, through involvement in School Improvement Groups and Development & Leadership opportunities.

Our Quality Assurance Programme, Sharing Classroom Experience and routine evaluation of Faculty Improvement Plans and the School Improvement Plan ensure changes are being implemented at regular intervals.

Our staff engage in Professional Review and Development and make use of professional development opportunities such as formal training, collegiate working and peer development.

All teaching members of the SLT have now achieved the Standard for Headship and five members of staff have achieved GTCS professional recognition for Project Leadership.

We have effective strategies to monitor improvements and evaluate the impact of change on our pupils. These changes include curriculum choice, extra-curricular provision and opportunities for learning and have impacted on Improvements in performance, our Literacy and Numeracy attainment and Initial Leaver Destinations.

Next Steps

These will link to what goes in to your Improvement plan for 2019-22

- Earlier identification of highest attaining 20% in S3 through earlier deliver of SNSA to enable tracking, monitoring and challenge
- Increase of number of pupils identified for S3 Gifted & Talented Group, to 20% of year group, circa 30 pupils
- Evaluate and develop Gifted and Talented programme
- Improvements in use of data from Primary 7 SNSA to identify and develop highest attaining 20% in S1 and continue to current work with new S2.
- Relaunch "Attendance Matters" programme and involve Pupil Support Officer in supporting pupils into school
- Plan and establish a focus week on Careers
- Plan and deliver lessons which incorporate skills across the curriculum
- Plan and deliver one further lesson for each year group from MYWOW

Learning, Teaching and Assessment

Themes

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

Our Illustration

- **Learning and Engagement**

Our learning environment is built upon positive, nurturing and appropriately challenging relationships. The ethos and culture of our school reflects a commitment to children's rights and positive relationships. They contribute effectively to the life of the school and wider community in a range of well-planned leadership roles.

- Our revisited Vision, Values and Aims are clearly displayed and referred to at every assembly, and during class time – our pupils regularly recite and respond to elements of our school prayer which reflects our core values
- Student Council – has now grown to include a junior & senior group,
- True Colours – well established inclusion group which organise multicultural events throughout the year
- School Charities group
- S6 Senior Team
- Almost all staff participate in School Improvement Groups
- Work has begun towards becoming a Rights Respecting School
- Work carried out DO inclusion, DO Emotional Wellbeing, Youth Worker to build positive relationships and include the Resilience Group, the Nurture Base, the Practical Craft skills group, Rugby group, DoE inclusion group

Learners exercise choice in their learning, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.

We have modified Senior Phase curriculum to include more lateral progression courses such as Metalwork and Photography and have included enrichment lessons into the S3 curriculum which include amongst others Dance, Duke of Edinburgh and Practical Cookery. Lessons are well planned in most classes and designed to meet the varying needs of pupils. Staff have been undergoing a programme of revisiting differentiation through Inset and collegiate activity time and deploying differentiated methodology. These include:

- Differentiated worksheets in many subjects
- Differentiation by grouping, personalisation and choice in PE
- Differentiation by task in Social subjects
- The adoption of various differentiated questioning methodology across the school
- The adoption of the differentiated challenge wall for extension activities
- Deployment of AiFL strategies in the majority of classes

Pupils actively lead assemblies and participate in religious celebrations and contribute in the following ways:

- YPI
- S6 Leadership class
- S6 CARITAS class
- DYW and MyWow ambassadors
- Justice and Peace Group
- True Colours group
- Student Council
- Debate Club
- Charities group

Most subject areas make use of digital learning employing a variety of teaching methodologies to allow pupils to exercise choice and take responsibility for their learning, such as;

- Widespread use of iPads (1:1 for s3 -s6 pupils) in almost all subject areas for research, planning and analysis of coursework
- One note and Google classroom in some subject areas for review and feedback
- Kahoot quizzes in Performing Arts and Modern Languages
- Robotically 10 links in computing studies
- Use of Imovies in Social Subjects and RE
- STEM curriculum in S1 and S2
- Time plans in Hospitality
- Personalisation and choice in the majority of subjects such as texts and music in Performing Arts
- IDL event in May
- Today's Scientists/Tomorrow's Engineers competition
- Use of MyWow in some subject- Science, Social Subjects, Computing, Business and PSE
- S6 peer tutors in some subjects

Increasingly pupils are given opportunities to lead their learning in the majority of subject areas. Examples include:

- YPI programme in RE
- Street Law Programme in Modern Studies
- Pupils planning their Field Trip in Geography
- Holocaust programme in History
- Increasing use of peer teaching methodologies in Mod Lang and English
- Games Making in PE
- Pupil led revision exercises in Science

Quality of Teaching

The school demonstrates an ethos of continuous improvement in teaching. Staff access and apply relevant findings from educational research to improve teaching. Staff have access to a wide range of CLPL. Staff use attainment data and SfLL advice to improve teaching.

Our staff display a commitment to continuous Self Evaluation for school improvement and CLPL

- New Professional reading group established
- All staff participate in PRD, PU, CLPL and SCE programme
- Almost all staff contribute to SIGs
- Teaching and Learning and Curriculum policies revised
- SCE programme following the four phase model to support professional dialogue about teaching methodologies
- The school established a “Back to basics” programme of professional learning in school through Insets, CAT, staff reading group and supported dialogue with a clear focus on Differentiation and creativity in learning
- We have developed our capacity for delivering a range of differentiated learning across the curriculum and a range of creative activities which promote higher order thinking skills.
- We have developed our skills in questioning to promote curiosity and independence.
- We continue to extend our 1:1 digital technology programme.

We have extended learning to include different learning environments

- Field trips
- Use of wider community-Edinburgh College and University Events, school grounds and theatre

We have developed our skills in questioning and promotion of curiosity and independence

- Use of lollipop questioning tools bought for all staff and the use of differentiated question boards in some classrooms
- Well differentiated lessons in the majority of classes using differentiation by task, grouping, learning style, support & dialogue, timing and outcome
- Drama in English and History
- Board game creation in HE
- Street Law Programme
- Guest speakers in the majority of subjects
- Python club – 3 D Printing
- Computer Games Development courses
- Art competitions

We have made effective use of digital technologies

- Widespread use of iPads (1:1 for s3 -s6 pupils) in almost all subject areas for research, planning and analysis of coursework
- One note and Google classroom in some subject areas for review and feedback
- Kahoot quizzes in Performing Arts and Modern Languages
- Robotically 10 links in computing studies
- Use of Imovies in Social Subjects and RE
- STEM curriculum in S1 and S2
- Time plans in Hospitality

We ensure pupils have personalisation and choice in the majority of subjects such as

- texts and music in Performing Arts
- IDL event in May
- Today's Scientists/Tomorrow's Engineers competition
- Use of MyWow in some subject- Science, Social Subjects, Computing, Business and PSE

We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning. We have used the school's current Tracking and Monitor Database to identify key focus groups such as lowest attaining 20%, highest attaining 20%, LAC, EAL and ASN pupils and to target interventions.

We implement well timed interventions to support learning, with a particular focus on literacy and numeracy

- SRA classes
- Interventions arising from Attainment Meetings
- Work with one of the Inclusion Officers
- Increase in attainment in literacy and numeracy over 3 year period above the VC
- Homework club at St David's located in Pilton
- Breakfast Club
- Change to Senior Phase curriculum in terms of numbers of subjects studied and the inclusion of lateral progression courses and enrichment courses
- Year round supported study classes
- Easter Revision Programme

▪ **Effective use of Assessment**

Assessment is integral to our planning of learning and teaching. Staff use a range of formative and summative assessment and moderation take place in all subjects, Assessment approaches are matched to the learning needs of learners in the majority of classes

Evidenced through Departmental Minutes, SCE and CAT afternoons a variety of BGE assessment methods shared ranging from creative activity, collaborative activity to formal summative assessments.

All faculties make use of self and peer assessment strategies and growing use is made of OneNote and Google classrooms to provide feedback to pupils individually and well as teacher-pupil feedback.

BGE reporting is now carefully matched to Es+Os and benchmarked.

CL Languages and Literacy is QAMSO and staff have made use of her support and almost all faculties make use of the moderation cycle.

Supported measures have been put in place S1-S6 to provide flexibility in assessment arrangements for various pupils. Staff work closely with the SfL department in adapting and supporting pupils with class and external assessment and teachers use a variety of approaches to assess:

- Collaborative assessment in Science and drama
- Oral presentations in Social subjects, English and Modern Languages and RE
- ICT in almost all subjects

Across our learning community we have shared expectations for standards to be achieved in Literacy, Numeracy and STEM. CL Numeracy, CL Languages and Literacy and CL Science have worked with primary colleagues to share the standard and primary transition involves P6 working with S3 in Maths Challenge and P7 working with S1&2 on the five week forensic science project and the Today's Scientists, Tomorrow's Engineers project.

Assessment is planned in the senior phase to determine appropriate presentation levels and next steps. Pupil evaluations of learner reviews indicate that they are able to choose appropriate subjects and as a result of being better informed, there is increased provision and uptake of Advanced Highers and of Environmental Science and other vocational courses eg Photography, Travel & Tourism, Computer Games Development, Introduction to Media and a greater uptake in Jet and Jet+ programmes.

Planning, Tracking and Monitoring

Tracking and monitoring is understood and used to secure improved outcomes for learners, including the most deprived children and young people and those who are looked after. LAC pupils monitored through DMs SfL data base are shared with all staff and updates and advice are shared routinely at Inset and CAT afternoons .

Through pupil focus groups and pupil surveys, pupils show us that they are aware of presentation levels and next steps and pupils with special arrangements indicate that they are aware of strategies to support them and can identify their use in subject areas

Monthly Attainment meetings are held attended by the HT, DHT senior phase, CL Maths, CL English and SfLL for Senior phase and interventions put in place for pupils at risk of not achieving or not achieving potential. In addition, we hold weekly PSL/ DHT link meetings and termly attainment meetings between CL and link DHT to monitor and track attainment as well as pastoral issues and interventions put in place where necessary

Consequently attainment:

- in numeracy at SCQF level 4 and 5 is currently above our virtual comparator school
- has improved for all for bottom 20% and middle 60% learners.
- in Social Subjects, English, ESOL and Technologies well above that of our Virtual Comparator school.
- in our lowest attaining 20% is steadily increasing above virtual comparator and in line with Edinburgh and attainment in our SIMD 1-4 is steadily increasing above virtual comparator and in line with Edinburgh
- in EAL pupils is almost in line with pupils who do not have English as an additional language
- in literacy at SCQF level 4 and 5 is currently above our virtual comparator school

Next Steps

- Continue to develop the role of the Student Council and involve them more in the school evaluation process and in improvement planning
- Develop more robust methodologies for all pupils evaluating the life and work of the school.
- Continue to extend our capacity for delivering a well paced, challenging and differentiated curriculum and assessment through school organised CLPL.
- Implement Cluster wide Teaching and Learning Inset with primary colleagues.
- Implement a rigorous fast track programme in the enrichment column for S3 pupils.
- Plan and deliver an Assessment workshop for all staff to ensure more consistent approaches across the school for using assessment to plan learning and teaching.
- Deliver SNSA in September (earlier) in order to target support and challenge earlier
- Move to EDICT for tracking and monitoring
- Continue to track 20% highest attaining pupils and differentiate learning and teaching

Ensuring Wellbeing, Equality and Inclusion

Themes

- 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

Our Illustration

- **Wellbeing**

Fulfillment of Statutory Duties (with specific reference to Looked After children)

All staff are aware that Health & Wellbeing is the responsibility of all, through in-services on GIRFEC, SHANARRI, and CfE benchmarks as well as tutor time activities & CLPL. H&W topics are covered in numerous areas of the curriculum in particular English, RE, PSE, Drama and Science.

Whole school vision, values and aims take into account the SHANARRI indicators and focus on wellbeing as well as raising attainment and achievement. Posters are displayed in all classrooms to facilitate understanding by all members of the community and ensure all pupils are aware of expectations of both the school and themselves.

A nurture base, Inclusion HUB and Apex Scotland RESET mentor last year (PSO next session) ensures pupils with behavioural, emotional and mental wellbeing issues are supported. A number of new S1 pupils attend "soft start" which has enabled a more successful transition to High School, as evidenced by improved attendance statistics for certain pupils and YPPM minutes. This is now being extended to pupils in s2 who have a range of support needs. Pupil completion of Wellbeing indicators at initial referral and upon return to class also evidence improvements. These bases also provide support for pupils through activities such as Therapet, Community Gardens, Rugby, Spartans, Broomhouse Café, Princes Trust, craft clubs, Rookie Rockstars, Yoga etc.

Pupils at risk of significant underachievement or not achieving a positive destination, wellbeing and self-esteem is boosted by leadership opportunities provided at local establishments e.g. coaching rugby to Primary pupils or working on vocational skills at Spartans/ RUTS. They also complete a range of alternative qualifications, including the Saltire Award for Volunteering, Duke of Edinburgh Awards and Practical Woodwork.

All staff are more aware of SIMD and its barriers to success via database to ensure that more targeted intervention is provided for some of our most disadvantaged pupils

We emphasise the 'positive' with whole school celebration of achievements and attainment through Annual Awards Ceremonies and regular merits and prize draws. Headteacher phone-calls to parents to accentuate positive aspects of the wider life of the school highlighted on school's twitter feed and on the school's TV screens in public areas of the school leading to improved sense of wellbeing. Almost all staff regularly use the merits system leading to an improved sense of wellbeing and achievement by all pupils.

All staff understand their role and responsibility in supporting learners' health and wellbeing through use of flags in SEEMIS, SfL database, LAC spreadsheet, information awareness sessions (e.g. Child Poverty, Teenage Brain Series, ASN) Staff regularly complete wellbeing concern forms to PSL or DHTs which ensures that pupil needs are met within the classroom and the wider school and community.

Partnership with "Magic Breakfast" started in Summer 2018 and number attending has increased significantly. This ensures that all children feel included and can start the day feeling safe, healthy,

achieving, nurtured, active, respected, responsible and children are better able to learn and more focused in school, due to not feeling hungry, and thrive academically and socially.

Our Curriculum ensures 2 hours of PE entitlement, 2 hours of RE, one PE covering a range of topics; Health Triangle in S1 Science; Meditation and relaxation techniques in RE and drama; Growth Mind-set sessions in SS and Drama and wider curriculum and tutor time activities. Wellbeing is further enhanced through a range of extra-curricular activities e.g. inclusion HUB, SfL, library helpers, sporting clubs etc. and provision of healthy snacks at some after school study classes.

There is a reduction in stigmatisation of Mental health and wellbeing issues through a focus week held in December, "300 days of happy" display and tutor time activities, feedback and evaluations are mostly positive. Almost all pupils are better able to describe elements of mental health and ill-health and access and consider supports available. Exam stress/ anxiety Session with Educational Psychologist or Childline have been built into S5 PSE and Resilience workshops and presentations being planned for next session.

Almost all children and young people show consideration for others and demonstrate positive behaviour and relationships through relaunch of positive behaviour policy and restorative approaches; TRUE colours group, Unity and Diversity Week, increase in pupils participating in YPI, Caritas, Catholic Education Week and Saltire Awards.

We listen to and involve children and young people in making decisions about their wellbeing, their lives and their future through a greater representation of students in the SRC and pupil questionnaires and evaluations in subject areas as well as individual and relevant feedback to students surrounding course choice/ levels; pupil focus groups. HT meets 5 pupils twice weekly to get regular feedback;

A high level of pastoral and academic support (universal and targeted) is provided for learners and for their families. Most learners, and their families, have the confidence to ask for support when it is required. SLT and PSL work on "open door" policy which ensures timeous support for pupils who are struggling with emotional or mental wellbeing.

Differentiation is provided in many classes (though there is still more required) and a wide range of study support is offered to ensure academic support which improves pupils' wellbeing. Qualifications are offered in ESOL and Pupils' own language.

We provide a range of outdoor learning and excursions ensuring positive opportunities to enhance well-being, self-esteem and confidence building, leading to successful outcomes. Many of these opportunities are targeted at specific pupils (e.g. Greenshoots, Outward Bound, Duke of Edinburgh Inclusion groups, Rugby inclusion and extra-curricular groups etc.)

A highly successful meaningful May programme has likewise increased the feelings of value and self-worth of pupils not doing N5s.

In order to improve parental engagement, a wider range of information and signposting for both academic and pastoral concerns to support well-being, has been provided on the school website to ensure that pupils and parents have access support and advice timeously. We have also significantly increased our use of Twitter feed has increased, providing more information and positive achievements.

Fulfilment of Statutory Duties

All staff update a LAC tracking database for monthly which is accessible to Pupil Support Leaders and SLT and a monthly report is submitted to social work.

Taking into account the drive to increase positive destinations for all, an extensive range of activities is provided through PSE and other DYW initiatives which prepare pupils for the world of work and work experience is target at specific pupils at the best time for the individual.

The introduction of Careers Ambassadors has increased pupil and parent awareness of SDS facilities and opportunities as well as boosted self-esteem of pupils.

We ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice – annual CP refresh; GIRFEC, whole school in-services on increasing parental engagement, Child Poverty; SLT have completed mandatory autism training and whole school training has been provided to all staff. All staff attended training in GDPR in Summer 2018 to ensure compliancy with new regulations and legislation. Professional Learning is timetabled into CAT and Inset time throughout the year and individual PRDs also evidence further CLPL.

Through these CLPL activities, all staff have an increased awareness of poverty and equity and we provide PE kit for certain pupils, and HE is financed to ensure equity.

The provision of EAL and ASN support ensures equity and inclusion for all pupils, irrespective of need, and meets requirements of Equality and Disability Act.

Insight Data shows our EAL pupils perform better than our virtual comparator schools

We communicate with parents, partners and learning across the key themes in reports and are developing more parental engagement strategies, both to raise attainment, and to increase involvement in school decision making. More support is being provided for parents to enable them to support their children better, both academically and in terms of their social and emotional wellbeing. A Pupil Support and Family Liaison Officer started in May this year to work with parents struggling to engage.

Inclusion and Equality

Through CLPL and various sessions on meeting learners' needs ensure that all staff are aware of various inclusion and equality documentation and ensure that all pupils are included within the school. Meetings held with representatives from SCES with SLT, RE and PSLs have been held to address the complex issue of certain aspects of equality within Catholic School.

The Reading Recovery Programme has been re-designed to have a more inclusive feel and some pupils are provided with vastly different packages of PSA support/ adapted materials and assessments .e.g. s1, s5 and an S6 pupil in addition to Pathway one support strategies by classroom teachers. An extensive range of Alternative Assessment Arrangements ensure pupil success at every level.

S3 Gifted and Talented group set up for 20 pupils to stretch our more able pupils and better prepare them for S4.

Study support sessions have been provided in local primaries to ensure that all pupils have access, even those who cannot attend after school in St Augustine's itself.

Steps have been taken to ensure we are improving outcomes for children and improved attainment for groups and individuals facing barriers to learning, including poverty, behaviour, emotional and mental wellbeing, SIMD etc. through effective use of school tracking database with information on SIMD, ASN, LAC etc. which will ensure targeted support will be provided to ensure equity and equality.

Through increased staff awareness and understanding of poverty as well as the increased awareness of pupil SIMD background, the barriers pupils living in poverty face within the school are being addressed and pupils are better able to participate in all aspects of the curriculum and extra-curricular activities. PE kit, hygiene products and items of school uniform are provided by school and stationery is available in all faculties ensuring all pupils have access to education. All FSM pupils were offered a 'Cash for Kids' Christmas Presents. Scientific calculators are lent to pupils. All S3 to S6 pupils have a school Ipad and can access scientific calculator via an app. A 'Prom Boutique' has been set up with donated goods to assist pupils with garments for the school prom. Financial Assistance is available to help costs of school trips via fundraising and there has been an increase in the number of free excursions to provide all pupils with opportunities to learn beyond the classroom.

At all parent events, application forms for free school meals and assistance with school uniform in both English and Polish are available and assistance in completing these forms is offered. Free refreshments and play activities for younger children provided at parents evening. Free transport has also been provided when appropriate.

HE have also run an “end of the month cook off” for pupils – some older siblings have also attended. This ensures pupils are aware of how to make cheap and easy meals – and can take them home for families.

Differentiation is provided in many classes (though there is still more required) to ensure all pupils are included in lessons at both ends of the academic ability range.

Our Insight Data and Positive Destination Statistics highlight particular areas of success for lower SIMD pupils.

We have successfully established an inclusive learning environment through provision of ‘Magic breakfast’ and lunchtime club; whole school use of restorative approaches; support provided for pupils with behavioural issues in Inclusion HUB and those with emotional and wellbeing issues in the Chat Room as well as ASN in SfLL.

Our school celebrates diversity through an annual ‘Unity and Diversity’ week and the TRUE colours group has become more prominent, organising regular events to celebrate the diverse nature of our school. This work is linked with a recently established Justice and Peace group established who have undertaken a range of activities and are working towards the Rights Respecting Schools Award.

A Mental health focus week has ensured an enhanced awareness of the barriers to learning caused by mental health and how to address and support them.

Our school ensures that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination through lessons in PSE, tutor time and assemblies. We organise an Outward Bound Trust Excursion which is targeted at less engaged or lower SIMD pupils to ensure access for pupils who may not normally have this opportunity. We also have an enhanced offer from Duke of Edinburgh Provision, running and inclusion group as well as extra-curricular group as well as paying for entrance to schemes.

All staff fully aware of needs of new EAL pupils through EAL staff bulletin and strategy sheets. GCSE and A-Level Polish Qualifications offered.

Pupil needs are met in a departmental level through continued provision of N2 Drama, Environmental Science as well as an increase in range of vocational qualifications in Senior Phase to ensure pupils have access to a curriculum which meets their needs, irrespective of any barriers to learning.

Next Steps

Develop a more robust tracking of Edinburgh Wellbeing outcomes with pupils, staff and parents. Further develop SHANARRI wall in dining room and HWB walls across the school and increase awareness from parents as well.

EDICT to be introduced through school to track and monitor more effectively.

Investigate text/ email communication so pupils can contact PSLs or member of staff out of hours for support

Investigate possibilities of additional qualifications and partnerships to support learners’ achievements eg. Community garden, cafés.

Continue to provide hygiene products and Cash for kids gifts and remind pupils and parents of hardship fund.

Re-instate the HE end of month cook-off.

Expand the range of digital platforms to enhance parental engagement, investigate mechanisms to increase parental awareness of their child’s successes and participate in the leading Parent Partnership Award as well as providing enhanced access to support for students.

Increase family learning as well as parental ‘involvement’ activities.

Train more staff to offer Course in RTWC to parents this session.

[Edinburgh Learns: Standards and Quality Reporting and School Improvement Planning](#)

Investigate creation of an interactive map for TATC for staff as well as for parental use

Investigate ways of increasing number of, and participation in, clubs to ensure that all pupils irrespective of interest/ talent are actively included.

Increase Provision of healthy snacks in other study classes.

Continue to increase offers of alternative curriculum/ flexible pathways and NPAs to recognise achievements of all including the Mental Health Award and organize whole school events focusing on elements of wellbeing and inclusion

Create a more robust timetable for SRC meetings and investigate the possibility of the creation of school radio or school newspaper to enhance pupil contribution to school life.

Further enhancement of differentiation to ensure that pupils can access work which is provided and that there is no negative impact on their wellbeing.

Continue to enhance staff awareness of DYW and CES and ensure positive impact on pupils.

Continue to conform with legislation, in particular liaising with SCES re LGBTI issues

Faculties to consider ways they can promote equality and diversity.

Increase involvement of pupils in leading assemblies.

Raising Attainment and Achievement

Themes

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

Our Illustration

- Attainment in Literacy and Numeracy

Strengths Literacy

- Attainment in Literacy at level 3 outperforms our virtual comparators
- Attainment in Literacy at level 4 outperforms our virtual comparators and the highest score in 5 years
- Attainment in Literacy at level 5 highest score in 5 years

Strengths Numeracy

- Attainment in Numeracy at level 3 outperforms our virtual comparators
- Attainment in Numeracy at level 4 outperforms our virtual comparators
- Attainment in Numeracy at level 5 highest on record and out-performing our virtual comparators

Strengths

- Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment
- Monthly attainment meetings with CL of Maths and Numeracy, CL of Languages and Literacy, S4 Year Head and HT enable interventions to be put in place as soon as possible including parental engagement, targeted support and special arrangements for those pupils particularly at risk
- Through ensuring that pupils are attaining literacy and numeracy qualifications, they are therefore more able to access the curriculum
- Good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages
- School Raising Attainment and Parental Engagement Development Officer targeting support for pupils particularly at risk
- Supported study/ homework club in community

Aspects for Development

- Continue with the monthly attainment meetings and appropriate interventions
- Develop and promote supported study/ homework club in community
- Maths intervention group
- Maths qualified Sfl Teacher (Polish)

- Attainment over time

Our attainment over time is GOOD. Our bottom 20% and lowest SIMD are above our Virtual Comparator.

S4 Strengths

- S4 attainment in SIMD 1, 2, 5, 7, 8 & 10 outperforms our VC

S5 Strengths

- Attainment in Multiple Deprivation Deciles 1, 2, 3, 5, 6, 7, 9 & 10 in line or outperforms our VC

S6 Strengths

- Attainment in Multiple Deprivation Deciles 1,3,4,7 & 8 outperforms our VC

We offer a wide range of coursing options in S4/S5/S6 and have a number of our pupils in these groups taking advantage of such as college, work experience and other vocational options. These are more appropriate for many of these pupils but do widen the gap as they are taking these options rather than continuing with Higher subjects or moving on to Advanced Higher.

All subjects are looking at ways to improve attainment across all groups. We have clearly identified pupils in all groups through our tracking systems and there are clear expectations for teachers to positively influence the chances for the most vulnerable pupils. We also have a particular focus on ensuring the top 20% in S5 achieve their potential, especially our 5 Higher pupils.

S3 Top 20% are working closely with our raising attainment officer. Identify from SNSA info and teacher judgement. SNSA testing to be completed by early September. Focus will be a mixture of metacognitive training (learning to learn); potential growth - 8 months. Look at practice from other schools /research. Spend time on command words (standardised across all subjects and a familiar approach.)

‘Research by the EEF(2016) maintains that pupils make an average of eight months additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.’

- Overall quality of learners' achievement

GOOD

- Equity for all learners, including specific reference to Looked After & Equity

Compared to others our EAL, Young People in different minority groups and Deciles 1 & 2 are doing better

Next Steps

S4 Aspects for Development

- Attainment of pupils in Deciles 3,4 & 6 slightly below our Virtual Comparator
- Attainment of pupils in Deciles 9 below our Virtual Comparator
- This group is the key focus of our DHT/ CL attainment meetings to ensure early notification of pupils who are at risk of underachieving
- Raising Attainment and Parental Engagement Development Officer tracking the progress of SIMD 3, 4, 6 & 9 to raising attainment
- All staff fully aware of the pupils in Deciles 3, 4, 6 & 9 and are putting in extra measures in place to improve attainment
- Track targeted pupils through EDICT
- S4 Focus -31 students targeted, most able in S4. Goal is to boost number of 5 Higher students/attainment of the year group. Special assembly - lead by Justice and Charity students.
- Mentoring from Justice and Charity students. Booklet created highlighting how parents can support, booklet sent home to all parents S4-S6 (by post)

S5 Aspects for Development

- Attainment of pupils in the Multiple Deprivation Decile 4 is not as strong as our Virtual Comparator
- As with S4, this group is the key focus of our DHT/ CL attainment meetings. Strategies to improve attainment in this group forms part of our improvement plan this year and includes developing our supported study programme and extending mentoring to all S5
- Raising Attainment and Parental Engagement Development Officer tracking the progress of SIMD 4 to raise attainment
- All staff fully aware of the pupils in Deciles 4 and are putting in extra measures in place to improve attainment
- Track targeted pupils through the school Database

S6 Aspects for Development

- Attainment of pupils in the Multiple Deprivation Deciles 6,9 & 10 is not as strong as our Virtual Comparator
- Opportunities to support study have been put in place such as pupils required to stay on the premises for the duration of the school day and dedicated study areas identified and the promotion of scholar. PSLs actively promote EMAs and there is additional support through the S6 Citizenship programme
- Raising Attainment and Parental Engagement Development Officer tracking the progress of SIMD to raising attainment
- All staff fully aware of the pupils in Deciles 6,9 &10 and are putting in extra measures in place to improve attainment
- Track targeted pupils through the school Database

2.6 Transitions

Themes

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning

Our Illustration

- **Arrangements to support learners and their families**

Young people and their parents and carers are actively engaged in transitions at all stages of learning. Children and young people's mental, emotional, social and physical needs are taken very good account of when we are planning transitions, including during any shared activities and experiences.

- Well established vertical system of pastoral support allows the school to build strong relationships with families
 - Extended curricular transition programme – each Associated Primary P6/7 follows a 6 week curriculum programme in St Augustine's RC HS
 - School Open Evening
 - Senior staff and PSLs deliver information evenings in our Associated Primaries
 - Enhanced transition programmes for associated and non associated primaries
 - Pre transition visits to Associated Primary schools by PSLs and SfLL
 - P7 Information Evening
 - All parents invited to one-to-one interviews with PSLs

- Transition Camp P7s from Associated Primary schools and PSLs
- Transition Mass
- P5/6 games by PE dept
- Retreats
- P6 Maths Challenge
- P7/S1 Today's Scientists, Tomorrow's Engineers programme
- Spring and Christmas Music Concert with participation from Associated Primary schools
- Buddy programme
- Case conferences for teachers of pupils with ASN
- SfLL dissemination of pertinent information to all staff to support new S1 with ASN

There are effective arrangements in place to involve families and relevant agencies in designing transitions for those requiring additional support. We take account of what makes for effective transitions into, during and beyond any stage of our children and young people's learning. This includes, where appropriate, shared placements and arrangements for interrupted learners where there are particular transition considerations. There is also a strong focus on ensuring a high level of social and emotional support for all children and young people. Children and young people demonstrate high levels of resilience and confidence during transitions and continue to make progress.

- Soft Start provision for S1 and S2 pupils in Nurture Base
- YPPM to arrange bespoke programmes, including Partner Agencies
- Additional parental visits to meet key staff and tour school
- Continued work with ASN and flexible timetables
- EAL staff present at all enrolment meetings to assess and facilitate transition
- EAL programmes with EAL pupils with minimal English
- S1 lunch club
- Additional lunch time extra curricular tailored to meet the needs of vulnerable pupils
- All new enrolments post S1, PSL/DHT and YPPMs held as appropriate to share information and plan for learning and support
- Monthly PSG to support pupils at various transition stages
- Magic Breakfast club
- EAL focus group meetings with parents

They are supported and enabled to make informed choices about their next phase of learning, including preparation for further and higher education and the world of work and future careers

- Pupils are well informed at key transition points with regard to a range of different curricular pathways
- Coursing Interviews held with each pupil one-to-one which parents are invited to attend
- SDS interviews S2-S6 offered
- Almost all S1-S6 pupils signed up to MYWOW
- Through the PSE programme we hold UCAS information evenings and employer visits
- Careers Fair for parents, pupils and carers
- Careers Carousel held during school day
- Meaningful May programme
- S2 University visit
- S4 College visits
- Schools / college / partnership programme
- S3 Mock Interview Programme with a range of employers
- Targeted Work Experience
- DO DYW has ensured that all S4-S6 pupils signed up to school's DYW social media linking to the Edinburgh Guarantee

Next Steps

- Increase staff capacity for using Insight data to plan next steps for pupils as they transition to the next stage of their learning
- Implement and train staff in the use of EDICT tracking and monitoring database to improve planning for next steps for pupils as they transition to the next stage of their learning

Equity and Best Value

Pupil Equity Fund

- Information about the approaches taken to improve outcomes for targeted children
- Information about the impact
- Statement about Exceptional Spend

Approaches taken to improve outcomes for targeted children

- Nurture base
- Youth worker
- Financial assistance for school excursions
- Breakfast club
- Assistance with school uniform
- Rookie Rockstars
- Therapist
- Work with Green Team
- Duke of Edinburgh Inclusion Group equipment
- Contribution to school of Rugby for pupils from SIMD 1-3
- Resources for Inclusion Practical Craft Skills class
- Edinburgh Leisure Sports Leadership Course SCQF 4 programme
- Yoga for targeted pupils
- Additional 2 hours per week counselling services

Information about the impact

- Increase in the number of qualifications attained Saltire, Leadership, Duke of Edinburgh, Practical Craft Skills and Employability Award.
- Improvements in Attendance for targeted pupils
- Consistent improvements in attainment in Literacy and Numeracy
- Improved Mental and Emotional Health and Wellbeing leading to improved attendance in class

Best Value

The school has completed the One in Five Training and a hardship fund has been established. At Christmas, we make use of “Cash for Kids” to assist families in SIMD 1-3 and food hampers are distributed. We run a Breakfast Club for pupils and provide assistance with PE uniform and emergency items of school uniform. We have ensured ready access to feminine hygiene products and toiletries. Assistance with excursions and Home Economics payments is offered to pupils in SIMD 1-3. No charge is made for materials for Design and Technology. All pupils have access to classroom stationery and all pupils in S3 to S6 have a school Ipad to provide equality in access to technology and the internet. Information on assistance for free school meals and assistance with school uniform is readily available at Parents’ Evenings in two languages and assistance on completing these is available.

We completed a Waiver to comply with statutory procurement regulations for Rookie Rockstars with whom we have worked to improve outcomes in Literacy and Health and Wellbeing.

We have used our Pupil Equity Fund both strategically in the employment and deployment of staff and the provision of activities as well as supporting pupils and parents with the financial pressures of attending school.

FOR SESSION 2018-19, THE PUPIL EQUITY FUND HAS TOTALLED £126,726

THIS INCLUDED A CARRY-FORWARD OF £52,326 FROM THE PREVIOUS SESSION OF WHICH £15,825 HAS NOW BEEN SPENT.

THERE IS A CURRENT CARRY-FORWARD OF £36,501 TO SESSION 2019-20.

THIS SPEND IS DEEMED EXCEPTIONAL AND THE PLANS FOR THIS SPEND ARE OUTLINED IN THE SCHOOL IMPROVEMENT PLAN FOR 2019-20 AND CODED GREEN.

Quality Indicator Grades

	School St Augustine's RC High School	Nursery	HMI/Care Inspectorate
Leadership of Change	5/4		
Learning, Teaching & Assessment	4		
Wellbeing, Equality & Inclusion	5/4		
Raising Attainment & Achievement	4		
School Choice	5/4		

Self-Evaluation Schedule

		17/18	18/19	19/20	20/21
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				

ST AUGUSTINE'S RC HIGH SCHOOL

School Improvement Plan

Priority 1	Improvement in attainment overall	Overall Responsibility	Headteacher
Measurable Outcomes:	Increase attainment of highest attaining 20% to be in line with Virtual Comparator Improvements in Curriculum offered to raise attainment for all (increased number of NPAs, Advanced Highers) Continue to raise the number of pupils achieving 90% attendance or more		
NIF Priority 1 – Improving Attainment for all NIF Priority 2 - NIF Priority 2 – Closing The Attainment Gap		QIs/Themes	
Tasks/Owner	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> • Earlier identification of highest attaining 20% in S3 through earlier deliver of SNSA to enable tracking, monitoring and challenge • Increase of number of pupils identified for S3 Gifted & Talented Group, to 20% of year group, circa 30 pupils • Evaluate and develop Gifted and Talented programme 	<ul style="list-style-type: none"> • SNSA data • EDICT • DO RA • G+T Programme 	<ul style="list-style-type: none"> • Oct 2019 • Aug 2019 	

<ul style="list-style-type: none"> Improvements in use of data from Primary 7 SNSA to identify and develop highest attaining 20% in S1 and continue to current work with new S2. 		<ul style="list-style-type: none"> June 2019 Oct 2019 	
<ul style="list-style-type: none"> Deliver CLPL and implement more rigorous sharing classroom practice programme to ensure well-paced, challenging and differentiated curriculum which fully meets the needs of all learners 	<ul style="list-style-type: none"> Differentiation L+T strategies toolkit CIRCLE document Cooperative Learning Inset 	<ul style="list-style-type: none"> April 2020 	
<ul style="list-style-type: none"> Plan and deliver an Assessment workshop for all staff to ensure more consistent approaches across the school for using assessment to plan learning and teaching , including a focus on formative assessment approaches and moderation cycle 	<ul style="list-style-type: none"> QAMSO AifL toolkit 	<ul style="list-style-type: none"> Dec 2019 	
<ul style="list-style-type: none"> Develop pupil tracking sheet for literacy and numeracy 	<ul style="list-style-type: none"> Literacy sheet 	<ul style="list-style-type: none"> Oct 2019 June 2020 	

<ul style="list-style-type: none"> • Increase pupil awareness of their own progress through a more rigorous tracking/profiling system 	<ul style="list-style-type: none"> • Numeracy sheet • SDS tracker • RA Dev Officer • PSL profiling 		
<ul style="list-style-type: none"> • Further development of enhanced Curriculum provision through a range of NPAs, PDAs and Advanced Highers 	<ul style="list-style-type: none"> • SQA • Subject leader groups 	<ul style="list-style-type: none"> • Dec 2019 	
<ul style="list-style-type: none"> • Continue to develop a range Parental Engagement strategies • Plan and deliver family learning event(s) 	<ul style="list-style-type: none"> • Group Call 	<ul style="list-style-type: none"> • June2020 • Nov 2019 	
<ul style="list-style-type: none"> • Build into school calendar release dates of local and national data • Increase staff analysis of Insight data to plan for learning and teaching 	<ul style="list-style-type: none"> • Insight • School Calendar • Admin Asst 	<ul style="list-style-type: none"> • August 2019 • Feb 2020 	

Priority 2	Improvement in health and wellbeing	Overall Responsibility	Headteacher
Measurable Outcomes:	<i>Continue to raise the number of pupils achieving 90% attendance or more Increase in number of pupils aware of SHANARRI indicators to ensure improved health and wellbeing</i>		
NIF Priority 3 – Improvement in children and young people’s health and wellbeing		QIs/Themes	
Tasks/Owner	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> Review Positive Behaviour Policy 	<ul style="list-style-type: none"> 2016 Positive Behaviour policy CEC BRBBBL CEC Inclusion documents Partner agency input 	<ul style="list-style-type: none"> June2020 	

<ul style="list-style-type: none"> • Increase awareness of SHANARRI indicators • develop a more rigorous tracking of pupils referred to Development Officers Inclusion 	<ul style="list-style-type: none"> • Tutor Time • GIRFEC Documentation • Tracking Software 	<ul style="list-style-type: none"> • Aug 2019 • June 2020 	
<ul style="list-style-type: none"> • Continue provision of Magic Breakfast club and provide healthy snacks for pupils attending study clubs 	<ul style="list-style-type: none"> • PEF • Staff • Magic Breakfast 	<ul style="list-style-type: none"> • Aug 2019 	
<ul style="list-style-type: none"> • Relaunch “Attendance Matters” programme and involve Pupil Support Officer in supporting pupils into school 	<ul style="list-style-type: none"> • Tutor time • PSO • EWO 	<ul style="list-style-type: none"> • Oct 2019 	

Priority 3	Improvement in employability skills and sustained, positive school leaver destinations for all young people	Overall Responsibility	Headteacher
Measurable Outcomes:	Increase numbers with University as a positive destination by 10% as appropriate Increase the numbers of Positive Destinations by 1%		
NIF Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people		QIs/Themes	
Tasks/Owner	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> Analyse Positive Destination data and plan Higher Education awareness programme in all Faculties 	<ul style="list-style-type: none"> Insight SDS . 	<ul style="list-style-type: none"> June 2020 	
<ul style="list-style-type: none"> Ensure all pupils from all SIMDs are aware of the full range of career pathways post 16 through information sessions, school excursions and careers fairs 	<ul style="list-style-type: none"> UCAS MYWOW 	<ul style="list-style-type: none"> June 2020 	

<ul style="list-style-type: none"> • Plan and establish a focus week on Creers • Plan and deliver lessons which incorporate skills across the curriculum • Plan and deliver one further lesson for each year group from MYWOW 	<ul style="list-style-type: none"> • DO DYW • MYWOW • Faculty Improvement Time 	<ul style="list-style-type: none"> • Feb 2020 • June2020 • June2020 	
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