



CHILDREN AND FAMILIES

# Standards, Quality and Improvement Plan Holy Rood RC High School



2015-16

## School Mission Statement

We, the community of Holy Rood High School, inspired and helped by the Holy Spirit, aim to work together to build an inclusive community based on the Christian values of love, forgiveness and justice. In doing so, we hope to promote the spiritual, intellectual, moral, physical, emotional wellbeing and social development of everyone in our school community.

We aim in our relationships to show the highest level of care and compassion for one another based on mutual respect and support. We recognise, respect and celebrate the wonderful religious, cultural and social diversity we have within our school community. We will celebrate and give thanks for each other, especially in prayer and in the Eucharist.

We aim to deliver high standards of effective learning and teaching, in a supportive and nourishing environment to enable all pupils to develop positive attitudes towards learning, achieve their full potential, develop self-worth and build the resilience and self-awareness required for life. We will provide the pastoral and chaplaincy support which underpins academic achievement for all.

We aim to strengthen our relationships with the families, parishes, primaries and the local and global communities we are part of, to enable us to enrich the experiences that we offer our pupils and to celebrate and share our pupil's gifts, talents and successes for the benefit of others.

We aim to provide high quality leadership at all levels in our school community.

We aim to offer everyone who comes to our school generous hospitality and a welcome that reflects our vision of the God-given dignity of all.

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# Standards and Quality Report

## 1. The school in context

Holy Rood is a 6-year comprehensive Roman Catholic secondary school, serving a large and diverse catchment area on the east side of Edinburgh. The school has a close and constructive working relationship with its six associated primary schools, which provide the majority of Holy Rood pupils. However, a large number of pupils enrol in Holy Rood as a result of parental choice. The current S1 includes pupils from approximately 28 primary schools.

The following statistics provide further information about our role (August 2015):

Boys	498
Girls	553
Free Meal Entitlement	157
EAL	235
LAC	18
ASP	00 (no longer applies – IEPs on record for ScotXed)

The school roll for September 2015 is 1051

As a result of inclusion in CEC's PPP building programme a new school building was opened in August 2009.

The school was inspected by HMle in March 2011 with a very positive outcome. Ongoing Support and Challenge visits carried out by the Local Authority Quality Improvement Officer continue to record a high level of satisfaction with the school's progress and improvement. These visits validate the school's own robust self-evaluation measures which provide evidence that Holy Rood Pupils have a very positive learning experience which is designed to meet the needs of all our pupils. The school's follow-through HMle Inspection took place in March 2013 and the related report confirmed the school's progress: *"Significant progress had been made in raising attainment, particularly in S4 where improvement was excellent". And "Holy Rood High School provided a very good standard of education for its pupils"*.

Please view our website for more information: [www.holyrood.edin.sch.uk](http://www.holyrood.edin.sch.uk)

## 2. School's self-evaluation

### 1.1 Improvements in performance

<b>Standards of attainment over time</b>	<p>Pupil attainment has remained strong which is evidenced in the following SQA statistics:</p> <p><b>By the end of S4:</b></p> <ul style="list-style-type: none"><li>• The average total tariff score for the Lowest 20%, the Middle 20% and the Highest 20% of Holy Rood pupils is significantly above our virtual comparator (VC). For the lowest 20% it is also above the City of Edinburgh and the National Average</li></ul> <p>Lowest 20% - HR 134, VC 92, Middle 20% - HR 364, VC 337 Highest 20% - HR 604, VC 569</p> <p>In relation to SIMD, Holy Rood scores exceed our Virtual Comparator in 6 out of 10 deciles.</p> <ul style="list-style-type: none"><li>• The % gaining an award in Literacy and Numeracy at level 4 and level 5 is below our Virtual Comparator (VC). Level 4 - Holy Rood 70%, VC 78%. Level 5 - Holy Rood 33%, VC 35%</li><li>• % gaining 5+ awards at level 3 has risen from 91% in 2014 to 95% in 2015.</li><li>• % gaining 5+ awards at level 4 has fallen from 82% to 76%.</li><li>• % gaining 5+ awards at level 5 has fallen from 35% to 27%.</li></ul>
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	<p><b>By the end of S5:</b></p> <ul style="list-style-type: none"> <li>The %age gaining awards at 1+ level 6, 3+ level 6 and 5+ level 6 has increased significantly and in each case it is our best figure in the last 8 years.</li> </ul> <p><b>% gaining 1+ awards at level 6 increased from 48% to 53%</b>  <b>% gaining 3+ awards at level 6 increased from 25% to 33%</b>  <b>% gaining 5+ awards at level 5 increased from 9% to 16%</b></p> <ul style="list-style-type: none"> <li>The average total tariff score for the Lowest 20%, the Middle 20% and the Highest 20% of Holy Rood pupils is significantly above our virtual comparator (VC) and the National Average (NA). For the bottom 2 levels it is also above the City of Edinburgh (CEC), for the Highest 20% it is just below the City of Edinburgh figure.</li> </ul> <p>Lowest 20% - HR 249, VC 212, CEC 221, NA 226  Middle 20% - HR 741, VC 655, CEC 718, NA 696  Highest 20% - HR 1242, VC 1165, CEC 1256, NA 1190</p> <p>In relation to SIMD, Holy Rood scores exceed our Virtual Comparator in 8 out of 10 deciles.</p> <p><b>By the end of S6:</b></p> <p>There has been a decrease in the %age pass rate at each level from last year when we had our best exam performance in the last 8 years. However, the figures for 1+ level 6, 3+ level 6 and 1+ level 7 are the second highest figures in the last 7 years.</p> <ul style="list-style-type: none"> <li><b>% gaining 5+ awards at level 5 decreased from 64% to 59%</b></li> <li><b>% gaining 1+ awards at level 6 decreased from 60% to 59%</b></li> <li><b>% gaining 3+ awards at level 6 decreased from 42% to 35%</b></li> <li><b>% gaining 5+ awards at level 5 decreased from 30% to 23%</b></li> <li><b>% gaining 1+ awards at level 7 increased from 21% to 18%</b></li> </ul>
<b>Overall quality of learners' achievement</b>	Our learners demonstrate their confidence, contribution to the wider life of the school and sense of responsibility by their increased engagement in a wide range of planned experiences and activities which are

	<p>offered as part of the curriculum or as extra-curricular. These include: Youth Philanthropy Initiative (all S5 pupils), S1 Library engagement (library visits during and outwith class time average 1150 per week). More opportunities/achievements include: the Fairtrade Group (8 pupils S1- S5), the Eco Group (15 pupils S2-S6), 34 S6 pupils achieved the Caritas Award (including achieving an SQA unit – Beliefs and Values (Level 6)). A significant number of pupils take up leadership opportunities via e.g. the Pupil Council, Prefect and Senior School Committee structure, peer mentoring for S1 as part of the Alcolols programme and MVP (Senior pupils gain a Youth Achievement Award and S1 pupils gain a Dynamic Youth Award) and the Young Sports Ambassador Programme. S6 operate as Departmental Prefects over a wide range of subjects as well as providing support for junior pupils by engaging in peer mentoring. Pupils' achievement is enhanced through provision by CLD including: an S1 Transition Group, S2 Ready to Grow Group, S3 Feel Good Group, 2 S4 16+ Groups (More Choices More Chances and HWB Positive Choices Groups). Considerable success has been achieved in 'closing the gap' as evidenced by the 134 N3s achieved by S4 pupils (with a range of needs including attendance issues) through Social Subjects working in liaison with SfL staff. The introduction of new courses in the Senior Phase have been very successful. For example: Standards in the new Retailing N5 course were commended by the SQA external verifier and most of the S5/6 pupils secured part-time jobs as a result of the partnership working with local businesses. 13 pupils started and completed the new Higher Fashion and Textile Technology course. A range of Expressive Arts events/programmes continues to provide opportunities for pupils to achieve across all years e.g. John Byrne Award, link between the school's Creative Industries courses and Castlerock/Edinvar resulted in the production of a charity single, pupil achievement in the Herald Young Critic Awards and in the Paolozzi Prize. Pupils are provided with summarized attainment at key stages which is analyzed during Tutor Time and in faculties and so they are encouraged to take ownership of their own learning. Pupils achieve additional recognized SQA accreditation in other areas including the S4 Work Experience Programme (all S4 pupils). The Skillsforce programme continues to support achievement in a number of areas including DoE. 12 pupils graduated from the very successful Careers' Academies programme.</p>
<p><b>Impact of the school improvement plan</b></p>	<p>Planning for the implementation of a significant number of new Highers took place at whole school level and at departmental level. The success of this planning is evidenced by the strong examination performance by the end of S5 outlined above (best ever Higher results by the end of S5 – 33% gaining 3+ Highers). The School Improvement Plan continues to be driven forward by the successful work of the School Improvement Groups (SIGs) in the areas of Literacy, Numeracy, HWB, ICT, Values and Interdisciplinary Learning. This framework maximizes the leadership capacity of the school at all levels with every member of staff contributing to the successful implementation of the School Improvement Plan. Significant examples of the positive impact of Improvement Plan targets on learners include: the very successful introduction of cricket so that Holy Rood is now a 'school of cricket', the expansion of vocational courses in the Senior Phase which are better suited to the needs of pupils, the final implementation of Restorative Approaches with its positive impact on attainment, the positive evaluation of the structure of the curriculum (based on pupil experience and final attainment outcomes), the focus on SIMD levels and the lowest attaining 20% (so that the school outperforms its virtual comparator), the continued successful implementation of the new NQs</p>

	<p>(with strong pupil performance in results) and the various other leadership opportunities introduced (e.g. Mark Scott Leadership for Life Award. The SLE evidences improvements in the quality of teaching through a whole school focus and planned CLPL activities around the effectiveness of feedback in learning and teaching. All targets overtaken in relation to learning and teaching approaches and monitoring and tracking strategies have impacted very positively on pupil attainment.</p>
<p><b>What are we going to do next?</b></p>	<p>We will continue to develop the teaching and development of skills with a particular focus on DYW and STEM – this will require a review of the school’s leadership framework to ensure good planning and strategic overview leading to positive and clear outcomes for pupils. We will continue to develop more programmes/opportunities to enhance pathways and expand choices in the Senior Phase (e.g. introduce qualifications in ESOL and Psychology). We will continue with a focus on feedback in learning and teaching to achieve good consistency across the school and support better pupil ownership of their learning so that they take greater responsibility in target setting as they work towards positive destinations. We will continue with our focus on improving parental engagement with the extension of the pilot for a new format for parents’ meetings. Examples of specific targets in our Improvement Plan include: the introduction/development/implementation of: new Highers and AHs in a number of subject areas, total integration of SfL, Behaviour Support and Pupil Support, teacher use and understanding of Insight data so that areas for improvement are identified and targeted and the introduction of a number of new Highers, focus on further improving pupil attainment in literacy and numeracy, effective tracking and monitoring within the BGE and the learning dialogue between teacher and pupil.</p>



## 2.1 - Learners' Experiences

<p><b>Learners are motivated, eager participants in their learning.</b></p>	<p>Learning activities are designed so that pupils find their learning experience stimulating, challenging, relevant and enjoyable. Pupils are benefiting from a cohesive learning experience and are generally independent in their learning. They experience a high level of consistency in the use of Co-operative Learning. Teaching approaches create a positive learning environment for learners. Increased and more effective use of ICT (including Smart Boards, Edmodo and iPads) is further enhancing the learning experience. Pupils act responsibly and contribute actively to the life of the school and the community. Evidence supporting this evaluation includes: CEC's Pupil Surveys (100% have opportunities to use creativity in their learning and 97% say staff expect them to take responsibility for their learning). The pupil evaluation of the S1 interdisciplinary experience. Informal feedback from HMIE Fieldwork Visit December '14 (pupils demonstrated their ability to effectively reflect on skills and attributes gained from wider achievement opportunities, in particular reference was made to pupils reflecting on their experience of MVP, Alcolols and M Scott Leadership for Life. Pupils were able to evidence their resulting improved confidence and communication skills from involvement in these kind of opportunities. Analysis from Sharing Learning Experience programme Nov '14 and May '15, pupil awareness of levels of study and next steps, S1/2/3 Pupil Profiles, faculty pupil evaluations of courses, significant pupil participation in supported study (term time and holiday programmes), increase in teacher skills and usage of iPads in learning and teaching, ICT CLPL. significant number of pupils engaged in and/or play a leadership role in planned opportunities e.g. Careers Academies mentoring programme, leading assemblies (e.g. Eco Group), Micro Tyco challenge, World Book Day activities, Alcolols, Litter Picks, positive pupil engagement in updated PPB Position Paper, updated Learning &amp; Teaching Position Paper Aug '14, pupil feedback from SIPP Pupil Conference, audit of pupil experience of 4 Contexts of Learning Dec '14 and records of Faculty Link Meetings</p>
<p><b>Learners make good progress in their learning.</b></p>	<p>New courses continue to have a positive impact on classroom experience and so support pupil achievement so that they are making good progress from their previous levels of attainment. Pupils are effectively applying their knowledge, understanding and learning to new situations and are make effective use of their literacy and numeracy skills. The SRA Programme continues to have a very positive impact on literacy levels of the lowest attaining 20%. Pupils are aware of their progress and targets through continued increased/more sophisticated use of interim reports (especially in Tutor Time). Most pupils go on to a Positive Destination (94.2%). Evidence supporting this evaluation includes: Analysis from SLE programme Nov '14, pupil interim and full reports, records of Link Meetings Sept/Oct '14 showing analysis of faculty performance, evaluation of SRA Literacy Programme, S1-S3 Profiling Programmes, programme of Tutor Time activities relating to monitoring/tracking and target setting, restructured Tutor Time groupings to target groups of pupils with additional support needs, Insight data (showing very good performance in relation to our virtual comparator), use of Standardized Test results data to identify appropriate levels of working for pupils, analysis of predicted progress, attainment and target setting by Year Heads, coursing choices evidencing opportunities for progression, evaluations of CLPL in Feedback and record of faculty follow up and audit analysis of provision for lowest 20% and follow up (JLT minutes and Link Meeting Minutes).</p>

<p><b>Learners know their views are sought and acted upon. They feel valued.</b></p>	<p>Pupils are aware of their successes and display confidence and responsibility and they articulate they feel appropriately consulted. Pupils actively influence the work of the school and have real opportunities to contribute. They demonstrate positive attitudes and progression in personal and social skills. Pupils relate strongly to the school and are proud to be associated with it. Pupils have self-respect and respect others; this has a positive impact on their mental and emotional well-being. Pupils respond well to the positive learning climate created across the school. They positively/proudly promote the school to visitors. Evidence supporting this evaluation includes: collated faculty information on existing opportunities for wider achievement (e.g. YPI, CARITAS, Fairtrade, Active Schools Coordinator programmes), records of Link Meetings and JLT, a variety of examples of recognition of pupil achievements (e.g. weekly newsletter, Expressive Arts showcase evenings, Reading Certificates, Junior and Senior Awards Ceremonies), Mission Statement widely displayed around the school, Pupil Council Minutes, Tutor dialogue with pupils re Wider Achievement, School Captains' attendance Parent Council, a variety of pupil consultation/evaluation exercises (e.g. Senior Phase structure consultation, charity causes, Improvement Plan consultation), Faculty pupil evaluations of coursework, analysis of SLE programme, CLD/EWO P7 Transition programme, pupil trawls of coursing preferences used to inform course choices, CEC Pupil Survey (90% state they are getting on well with their school work and 93% say they get help when they need it), informal feedback from HMle fieldwork visit Dec '14 (it was noted that a shy pupil from our SIPP target group was able to discuss the programme and how she is now coming to school more often and the successful implementation of Restorative Approaches.</p>
<p><b>Learners feel safe, nurtured, healthy, achieving, active, included, respected.</b></p>	<p>Pupils display confidence, celebrate their successes and behave in a responsible manner. They demonstrate enthusiasm and motivation to be healthy citizens. A significant number of pupils take advantage of opportunities to develop relevant skills to enable them to take on leadership roles. Pupils demonstrate positive attitudes and show good personal and social skills and actively/willingly participate in the wider life of the school community. Pupils demonstrate a pride in their school and display positive relations with staff. Evidence supporting this evaluation includes: accessibility of the curriculum for all pupils including deaf, EAL and ASN pupils, the variety of targeted CLD provision (including P7/S1 Transition Group, S2 Ready to Grow Group, S3 Feel Good Group, S4 16+ / HWB Positive Choices Group, S4 More Choices/More Chances Group, S4 HWB Group, S5 MVP Group and 1-1 HWB sessions - 54 pupils across year groups Aug to Oct '14), positive engagement of vulnerable pupils in restructured Support Bases, updated Promoting Positive Behaviour Position Paper, the variety of means showcasing pupil achievement (e.g. use of 'Big Screen', Expressive Arts Showcase events, Awards' Ceremonies etc.), Health Week, general appropriate behaviour in class and on campus, significant number of pupils involved in extra-curricular activities/Active Schools programme, established use of Restorative Approaches by class teachers and Year Heads, appropriate use of AAA for pupils in SQA exams, availability of Campus Officer for pupils, significant number of pupils involved in planning and executing whole school events (e.g. S6 Sleepover), 34 S6 pupils achieving CARITAS Award, pupils' continue to self-refer to Chaplaincy for support, successful implementation of GIRFEC (including PSG work) to ensure more vulnerable pupils experience inclusion, introduction of Barnardos to support the most vulnerable pupils, the increasing number of pupils involved in Sports Leadership activities and feedback from Pupil SIPP Conference Nov '14.</p>

## What are we going to do next?

Our self-evaluation leads us to include the following key areas in our Whole School Improvement Plan:

- Insight – provide CLPL opportunities so that every teacher is able to access it and use it to guide us in our work and better target improvement focus.
- Continue to work to closing the Equity Gap and build on our previous work in this area re improving parental engagement and providing effective feedback in learning and teaching. We will ensure we don't forget our gifted and talented pupils.
- We will continue with a focus on Literacy/Numeracy and HWB as well as the skills agenda. We will particularly take account of the skills agenda in relation to STEM and DYW.
- There will be continued evaluation of the new NQs and the implementation of the new Highers and Advanced Highers for some faculties.
- Our SIPP work, i.e. our involvement in the Government's Schools' Improvement Partnership Programme (which relates to closing the Equity Gap) will continue (although funding has ended) in a scaled down way, to building on the successes achieved through our partnership working with Ayr and Arbroath Academies. We will extend our pilot of using Tutor Groups to target pupils in need of additional support. We will also build on our work in ensuring feedback in learning and teaching is effective and consistent.
- We will work to improve the quality and consistency in our approaches to learners' dialogue with class teachers.
- We will continue to extend the use of ICT in learning and review the consistency of pace and challenge in learning.

## 5.1 The Curriculum

### **The rationale and design of the curriculum**

Our curriculum has a clear rationale based on shared values. It takes account of the key principles and entitlements of CfE. Whilst the framework of our curriculum is built around local needs and national guidelines, it leaves scope for creativity and innovation to meet the needs of pupils. The Es and Os are used to plan the curriculum and ensure progression and coherence. Pupils' learning experience is well planned, has an appropriate focus on the development and transfer of skills, and is of good quality across the 4 contexts of learning. The Senior Phase builds on prior learning and achievement of pupils from the BGE. Curricular provision is enhanced through partnership working so that appropriate and flexible progression pathways are provided to meet the needs of all pupils. Care is taken to ensure that learners have the opportunity to achieve their potential in literacy and numeracy. Our curriculum structure has taken account of the views of pupils, staff, parents and carers. The totality of the curriculum supports the progression of pupils to positive and sustained destinations. It is designed to be flexible so as to meet the needs of all learners. Evidence supporting this evaluation includes: an updated curriculum rationale (in light of our CFE experience and in line with CfE guidelines), a detailed account of how the BGE is delivered from S1-S3, the ongoing development of the Senior Phase, options for learners' pathways, a breakdown of the delivery of the Es and Os for each curricular area (including for literacy, Numeracy and HWB), A curriculum review illustrates an increased focus on skills, wider achievement and personalization and choice. The Four Contexts of Learning are obvious and apparent within the curriculum. Programmes of study/course options demonstrate progression from prior learning. Records of reviews of learning in S2/3/5/6 (e.g. personalization and choice trawls) that highlight the needs of individual/groups of learners and inform planning (including with partners i.e. colleges, CLD, EWO, JET, Active Schools etc.). Parent Council minutes record curricular consultation. Pupil attainment data suggests that our curricular model has been very effective in delivering success in NQs to pupils of all ability levels and at each SIMD decile. Evidence that needs are met include: almost all pupils gained a qualification in Maths and English and Positive Destinations data is very good (94.2 %). Logs of Interdisciplinary Learning and wider achievement provide data of the pupil experience. We have conducted an evaluation of our Curricular model and have consulted staff, pupils and parents and attainment in S5 (33% of pupils achieve 3+ Highers by end of S5 – best ever Higher results) indicates that the opportunity for pupils to sit 8 NQs in S4 is having a positive rather than a negative impact on attainment. We have also examined the advantages and disadvantages of an alternative model as part of our ongoing evaluation and have discussed this with HMIE during a recent visit (Dec '14). The school's shared values are documented in our Mission Statement and underpin our curriculum design and model e.g. strong focus on providing for needs of all pupils.

<p><b>The development of the curriculum</b></p>	<p>Our curriculum is developing and evolving in line with CfE so that it meets the needs of all learners. There is a clear focus on progression through the BGE, into and through the Senior Phase and onto Positive Destinations. Changes are implemented after consultation with key stakeholders. We plan opportunities for collaboration with primary and secondary colleagues and other partners (including SIPP partners – Ayr and Arbroath Academies) to share resources and good evolving practice. We are improving tracking/monitoring and profiling of pupil progress, and use this to inform our evolving/developing curriculum so that it meets pupil needs in both the BGE and the Senior Phase. We are delivering the new NQs (4 and 5) and all subject areas have been successful in the SQA Verification process. Strategies/practices are being developed to ensure pupils are advantaged by SQA's Recognizing Positive Achievement. Increasingly, we are working with partners to develop good quality placements/experiences for learners in the Senior Phase. Evidence supporting this evaluation includes: the document 'Coursing and Additional Learning Opportunities' detailing the implementation or planning for a range of new courses in the Senior Phase (e.g. Hairdressing, Dance, Cake Craft, Communications, Digital Photography, psychology, ESOL and Personal Finance). Responses from pupil and parent consultations, minutes of meetings with the Parent Council, programmes for staff In-sets and resulting evaluations, records of Link Meetings with CLs and Year Heads. Year Head, SLT and NMG minutes outlining outcomes of discussions with partners e.g. CLD/Edinburgh College/universities, Skillforce, QMU etc. Cluster minutes and the Whole School CLPL Calendar. New programmes are in place as a result of Pupil Learning Reviews and tracking/monitoring which identified need/gaps (e.g. Sparks, CLD HWB course, SRA etc.). SQA has identified good practice in most subjects verified. Arrangements are in place for pupils who may fail Nat 5 in that they undertake the AVU to ensure an award at Nat 4.</p>
<p><b>Programmes and courses</b></p>	<p>Programmes and courses provide a stimulating, challenging, relevant and enjoyable learning experience for our pupils. Pupils have opportunities to develop and progress within every curricular area. Pupils also experience well-planned interdisciplinary learning and the teaching of cross-cutting themes is apparent within curricular areas. Courses and programmes encompass the four capacities and pupils are able to make choices within courses as well as in opting for particular learner pathways. Progress and achievement are assessed across all curricular areas and teachers are gaining in confidence in their understanding of levels/standards. Account is taken of pupils' prior learning at key transition points – including P7-S1 and from the BGE into the Senior Phase. Appropriate pupil targets are set. Cooperative Learning approaches ensure that pupils are increasingly taking responsibility for their learning and are applying their skills/knowledge in different contexts. Teachers are making good progress in supporting skills development and making reference to literacy and numeracy in LIs/SC. Curriculum areas have introduced a range of assessment approaches. Programmes are designed/refreshed to reflect the Es and Os of the BGE as well as the NQs and awards specifications relating to the Senior Phase. There is a planned focus on breadth and depth of learning. Within the final year of the BGE, pupils are challenged appropriately stretching them into National 5 level work. Courses/programmes in the Senior Phase are well on their way to meeting the needs of all learners as they progress from prior levels of achievement and prepare to enter a positive destination. Evidence supporting this evaluation includes: the flexible learning pathways in place for pupils to embark upon (within the BGE) after their Learning Reviews in S2/3, and also the increasing options/courses/pathways available for pupils at the start and throughout the Senior Phase. Examples of new and/or continuing courses/experiences introduced to meet pupil needs include: Caritas, YPI, Creative Industries (Digital Photography), Hairdressing, Health and Social Care, Scottish Business in the Community, a broad menu of S1/S2 Personalization and Choice classes, RUTS, JET, Skillsforce, Careers' Academies (involving business partners as mentors for S5 and paid work experience), Micro Tyco Challenge, CLD programmes and Spark. Individual course outlines illustrate the delivery of the Principles and Practices of CfE. A whole school audit maps the Es and Os (including Literacy/Numeracy/HWB). Documentation of the Sharing</p>

	<p>the Pupil Learning Experience programme (part of our systematic quality assurance) evidences a stimulating and quality learning experience, enhanced by the use of a variety of ICT (e.g. Smart boards and iPads). A range of positive whole school, interdisciplinary and curricular area pupil evaluations are available. An increasing range of opportunities for wider achievement can be evidenced through the summary of extra-curricular activities provided by the school and/or the Active Schools Coordinator as well as curricular enhancement opportunities (e.g. Rock Edinvar).</p>
<p><b>Transitions</b></p>	<p>Pupils are well supported at key transition points so that they experience continuity and progression in their learning and are well-prepared for their next steps. A strong focus is placed on primary/secondary pastoral and curricular transition so that pupils settle quickly and well at this key transition point. Learning Reviews in S2/3/4/5 ensure pupils pathways are reviewed to ensure all pupils are on course to achieve a positive destination. Pupils with ASN are monitored and tracked effectively and appropriate interventions applied to achieve a positive destination. Evidence supporting this evaluation includes the development of guidance and/or CLPL sessions for Cluster teachers in Expressive Arts, Social Subjects and Literacy and Numeracy. Cluster minutes show the ongoing partnership working in place to support curricular transition e.g. Big Jotter in literacy and CLD/EWO transition programmes. The availability of P7 Profiles for teachers evidences continuity and progression, as do S3 Profiles. P7 and Senior School Induction Programmes document the pastoral support in place to ease transition. The PSE programme and Tutor Programmes show the support provided for pupils as they progress through the BGE into the Senior Phase. Child Planning meeting records, the Seemis Risk Matrix and SDS records evidence the tracking of, and interventions for ASN pupils, as do the outcomes of Post 16 meetings. Samples of pupil programmes of study evidence the outcomes of the Reviews of Learning for S2/3/4/5 pupils. Full and Interim Pupil Reports show tracking and monitoring procedures and the focus on prior attainment (e.g. pupil target setting based on standardized test results and SQA attainment). Positive Destinations data sits at 94.2% (national and city average is 93.1%).</p>
<p><b>What are we going to do next?</b></p>	<p>The curriculum will continue to be reviewed and appropriate courses introduced (with a focus on more skills based/vocational courses) to meet the needs of all pupils, especially in the Senior Phase. Other new non-vocational courses including ESOL and psychology will be introduced. Work will gather pace in relation to the skills agenda to ensure that our courses and programmes deliver/develop in line with STEM and DYW. Further work will be done to evaluate and improve approaches to the delivery of the new NQs (including those Highers implemented in 2014-15) and curricular areas will implement the remaining new Highers and AHs this session. Work will continue to ensure that provision for the lowest attaining 20% and pupils from low SIMD levels is appropriate. The Literacy, Numeracy and HWB SIGs will continue to support the development of these as responsibility of all so that associated skills (and their connections) will be developed across learning. We will evaluate the pupil experience of the cross-cutting themes within the BGE. And map the development of skills for learning, life and work. We will extend and evaluate the provision for cricket within the BGE. We will review the effectiveness of our Pupil Learning Reviews at the end of the BGE. We will continue to track pupil progress and use Insight data to inform and further develop the Senior Phase.</p>

## 5.3 - Meeting Learning Needs

<p><b>Tasks, activities and resources</b></p>	<p>Approaches to learning and teaching result in the needs of most pupils being met in that their' learning experiences are stimulating, challenging, relevant and enjoyable. Pupils work at a pace appropriate to their learning needs and Cooperative Learning strategies are impacting positively in the classroom with pupils engaged in learning. There is good consistency in the quality of the pupils' learning experience. Pupils are appropriately independent in their learning and are becoming more effective in applying their knowledge and skills to new situations. Pupils' needs are increasingly being met through the effective use of ICT. The PPB Position Paper has implemented Restorative Approaches and it is positively impacting on Staff and pupil understanding of the link between ethos and the climate for learning. Effective deployment of ASN/CLD staffing/bases supports access to the curriculum for targeted/disengaged pupils. Good use has been made of SIPP funding to support a targeted group of pupils taking account of their SIMD with a focus on improving feedback in learning and teaching. Evidence supporting this evaluation includes: analysis of Sharing the Learning Experience self-evaluation programmes (Nov '14 and May '15), an increase in staff knowledge, expertise and confidence in the use of Cooperative Learning strategies across the school, growing and effective flexibility in use of Pupil Support Bases, effective use of flexible timetables for vulnerable pupils, expansion of Dynamic Youth Awards (supported CLD Worker), evaluation of SRA Programme showing positive impact, increased pupil confidence in identifying skills and achievements as recorded in profiles (and as per informal feedback from HMI in Dec '14), the range of additional learning support opportunities e.g. Maths clinics, faculty pupil evaluations, expansion of mentoring for targeted senior pupils through the Careers' Academies, very good quality and variety of learning resources in use, very good consistency in use of Learning Intentions and Success Criteria, increased use of mapping of Literacy/Numeracy/HWB and skills across learning and inclusion in LIs and SC in BGE, staff and pupil evaluations of how pupils use their knowledge and skills i.e. S1 DRC interdisciplinary programme and S3 Pupil Profile evaluations, effective use of ICT in learning, increase in activities to enhance the learning experience (e.g. Alcolols, MVP peer mentoring programme, S2 Business in the Community and Micro Tyco Challenge), use of Tutor Time/Assemblies to promote HWB, Literacy and Numeracy and personal development, use of SQA time to support achievement of Nat 4 pupils, creation of Tutor Groups to meet needs of targeted SIPP pupils, attainment success (in relation to virtual comparator) of lowest 20% and the decrease in low level classroom disruption as pupils are positively engaged in appropriate tasks and activities that suit their learning.</p>
<p><b>Identification of learning needs</b></p>	<p>The learning and behaviour needs of individual and groups of pupils are identified and are being addressed with appropriate supports in place. Pupil's Literacy support needs assessed (at P7 transition) leading to appropriate placement on the SRA Programme. Pupils are making good progress from their previous levels of attainment. The positive trend continues re Positive Destinations statistics. Pupils are able to access an appropriate curriculum and have access to appropriate supports through e.g. CMRG and the newly introduced Barnardos support. Pupils with ASN, including Young Carers, EAL and LAC pupils experience inclusion within the 4 Contexts for Learning. Teachers are aware of and make use of prior learning (e.g. setting in English, Maths and Modern Languages) through sharing standardized Test results in English and Maths. Pupils are supported effectively at key transition points by Learning Reviews at the end of S2-S5 and 16+ modules. Teachers aware of specific pupil needs through appropriate sharing of Confidential Information. Evidence supporting this evaluation includes: the success of SRA Reading Scheme, the more systematic inclusion of Literacy/Numeracy/HWB and skills in LIs and SC with S1/2/3 Pupil Profiles reflecting this, records of Link Meetings, an increased number of previously disengaged pupils attending school and working in Support Bases (group and individual work), the flexibility of Pupil Support Staff timetables to respond to the changing</p>

	<p>needs of pupils, the use of assessment data at faculty level and by Year Heads to set appropriate pupil targets for monitoring and tracking purposes, transition data and primary profiles are made available to all staff, referrals to CRMG and ASAP, PSG minutes and individualized Pupil Plans, Year Head meetings with a focus on appropriate coursing for pupils, the systematic issue of confidential pupil information to class teachers to ensure their needs are known, provision of appropriate courses for identified pupils e.g. Skillsforce, Hairdressing and Dynamic Youth Awards, the variety of break/lunchtime supports to meet individual pupil needs, the Identification and targeting of pupils at risk of not achieving SQA awards (e.g. specific supports/ad hoc arrangements in place to overtake assessments or aspects of learning, the availability of ICT hard and software in SFL to better meet pupil needs, effective partnership working with Campus Officer to meet the needs of vulnerable/at risk pupils and appropriate curricular provision to support inclusion e.g. Skillforce/DoE.</p>
<p><b>The roles of teachers and specialist staff</b></p>	<p>Staff have a common understanding of the collective responsibility for addressing learners' needs thus creating a culture of ambition for all learners. Teachers and specialist staff support pupils in making appropriate progress from their prior attainment. Pupils' needs are met from a range of effective supports so that they demonstrate success and confidence; they are motivated and demonstrate a positive attitude to their learning and demonstrate a sense of physical, mental and emotional well-being. There is good partnership working ensuring there is a flexibility around key transition points for individuals. Pupils are supported in managing their own behaviour and staff work with pupils to create a positive learning environment and relationships. Year Heads have a good holistic and individual knowledge of pupil needs and ensure appropriate supports are in place to meet them. Learning Support staff have good knowledge of individual learning needs and share this appropriately with teachers and partnership workers. Pupils benefit from the now established and effective Tutor System. The strong and effective partnership working enhances the curriculum and effectively supports enterprise and citizenship education and the promotion of equalities. Evidence supporting this evaluation includes: shared values as explicit in widely displayed School Mission Statement, PSG minutes, individual pupil plans/activity plans, records of SLT Link meetings with CLs and Year Heads, positive trend in Positive Destinations statistics (better than the Edinburgh average), effective use of staff involved in working in Pupil Support bases (wider experience for pupils and staff and awareness of pupil needs increased), ongoing specific programmes/strategies to support groups of pupils with identified needs e.g. SRA programme, Skillsforce and a variety of targeted CLD provision (including P7/S1 Transition Group, S2 Ready to Grow Group, S3 Feel Good Group, S4 16+ / HWB Positive Choices Group, S4 More Choices/More Chances Group, S4 HWB Group, S5 MVP Group and 1-1 HWB sessions (54 pupils across year groups Aug – Oct '14). regular Year Head updates on changing needs of specific pupils, formal adoption of Restorative Approaches within Promoting Positive Behaviour Position Paper, effective use of support bases leading to improved attendance of some of the most vulnerable pupils, effective use of transition information to support pupils' learning experience, appropriate dissemination of confidential information to support teachers in meeting pupils' needs and ongoing support/advice from SfLL. EAL teacher and EWO, records of home visits and individual support by EWO engaging with parents, effective partnership working with Educational Psychologist, EWO, Campus Officer, EAL teachers, Early Intervention Social Work and VTSS.</p>



<p><b>Meeting and implementing the requirements of legislation</b></p>	<p>Pupils make good progress from previous levels of attainment. Individual pupil plans are appropriate and targeted to meet the needs of pupils. Pupils feel appropriately supported in their learning and personal development and demonstrate positive attitudes. Pupils benefit from a cohesive learning experience and benefit from staff having a clear understanding of their roles and responsibilities. Pupils' needs are met and they develop within the 4 Capacities. Evidence supporting this evaluation includes: CEC's Dyslexia Guidelines are being implemented, all aspects of ASN legislation are being implemented, AAA for SQA are in place for identified pupils, the practice of staff evidences a good understanding of their responsibilities within the GIRFEC framework, In-service programmes show the annual update of Child Protection responsibilities, the analysis of the ongoing SLE programmes indicate staff are aware of their responsibilities to work with strategies put in place to support pupils in keeping with ASN legislation, the Equalities Position Paper and all staff have level 2 Child Protection training updated May '14.</p>
<p><b>What are we going to do next?</b></p>	<p>Our self-evaluation leads us to continue to have a focus on or to include the following key areas in our Whole School Improvement Plan: continue to create targeted ASN Support Groups as appropriate (making use of Insight data), continue to ensure all legislative responsibilities are carried out effectively, further investigate partnership working within neighbourhood localities and with partners (e.g. Barnardos) to respond to changes in CEC's deployment of resources for the most vulnerable pupils (closure of Wellington School). To continue to fully integrate SfL/Behaviour Support/Pupil Support. We will also continue to take forward our SIPP work, particularly in the area of improving parental engagement by extending the pilot for the new format of parents' meetings to a whole year group.</p>

## 5.9 Improvement through self-evaluation

<p><b>Commitment to self-evaluation</b></p>	<p>The school has both an individual and collegiate approach to self-evaluation that is reflective and evaluative and results in agreed and clearly identified priorities for improvement. We gather the views of pupils, parents and partners and make use of this and other data to inform our improvement agenda. The shared values of the school community lie at the heart of our self-evaluation. Staff are encouraged to develop leadership roles across the school and to use this experience to self-evaluate the impact of their work on the school as a whole as well as on their own professional development. Through their leadership roles, our staff help to shape and understand the school's vision. Our staff engage in a range of professional learning, including reflection on practice to support full implementation of CfE. Staff benefit from a sound approach to PRDs and are supported in addressing areas identified as next steps in their professional learning. Staff have a good understanding of the new GTC regulations in relation to Career Long Professional Learning and the benefits of engaging in professional reading. Evidence supporting this evaluation includes: the explicit reference to self-evaluation that permeates the Whole School Improvement Plan, Parent Council minutes, the actions undertaken in response to analysis of data, improvement in attainment in areas directly targeted as a result of self-evaluation (e.g. positive destinations and the lowest attaining 20%), SQA statistics demonstrate Holy Rood's strong performance, particularly within the context of our SIMD profile (56% levels 1-3), the regular sharing of good practice and areas for improvement identified in our systematic Sharing the Learning Experience programmes, the inclusion of staff outside the SLT in whole school self-evaluation activities and CLPL/Inset programmes which demonstrate the high profile we give to developing staff expertise in making use of data and records of PRDs. SQA verification exercises highlight good practice across most subject areas. Evaluation of our SIPP work is indicative of how we target areas for improvement identified through our self-evaluation (e.g. targeting parental engagement, feedback in learning and teaching and attendance of an identified group of pupils).</p>
<p><b>Management of self-evaluation</b></p>	<p>Our self-evaluation is managed by having a clear focus on attainment and achievement and we use a range of information to inform us. We have a rigorous, systematic and transparent approach to measuring our success and improvement. We carry out ongoing evaluations of current practice and new initiatives and this is embedded into our Whole School and Faculty Improvement Plans. We make use of the outcome of self-evaluation exercises to identify areas for development and strengths; we learn from each other. Our self-evaluation gives high priority to the consistency of good quality learning and teaching and to measuring/monitoring the impact of changes to the curriculum in the BGE and Senior Phase. We create opportunities for teacher engagement in quality assurance and moderation activities within and outwith the school. We have a robust self-evaluation calendar linked to the QIs which supports our systematic approach. Evidence supporting this evaluation includes: a comprehensive Whole School Self-evaluation Position Paper which ensures a rigorous and systematic approach to self-evaluation through its self-evaluation calendar. We have records of curricular attainment reviews and summaries of outcomes, SLT minutes, SIG Action</p>

	<p>Plans/Whole School Improvement Plan/Faculty Improvement Plans (demonstrating direct actions resulting from the outcomes of our self-evaluation) and the participation of a variety of staff in whole school self-evaluation of the learning experience. Further evidence can be found in the summary of good practice and areas for development identified through our twice yearly formal sharing of the learning experience programmes, our annually produced CLPL calendar and our SIPP evaluation.</p>
<p><b>School improvement</b></p>	<p>Our school is committed to improvement and we adopt a collegiate approach to achieving our targets. We share results of self-evaluations and we are clear about agreed resulting actions from our analysis. Achieving consistent and effective learning and teaching to the highest standards underpins our drive for improvement. Our strong focus on improvement means our pupils achieve well and can successfully move on to the next stage in their learning and personal development. Evidence supporting this evaluation includes: the continuing significant improvement trend in attainment in SQA performance, the very positive SRA evaluation indicating improved literacy levels in the lowest attaining 20%, good Positive Destinations statistics (94.2 % - better than the Edinburgh average) and increasing evidence of pupils' wider achievement (e.g. pupils achieving additional recognized accreditation in a growing number of areas e.g. Duke of Edinburgh Award, Employability Award within JET, Caritas, Dynamic Youth Awards, Youth Achievement Awards, Mark Scott Leadership for Life Awards and Career Ready graduations – 12 pupils). Further evidence is that our learning and teaching methodologies are now much more consistently in line with CfE and evidence from our own Sharing the Learning Experience demonstrates good consistency in the quality of teaching e.g. through the systematic use of Learning Intentions, Success Criteria, target setting, Co-operative Learning and use of ICT. Our established Curriculum Leader Forum demonstrates the valued and effective leadership role of our CLs and their contribution to school improvement. We have an excellent Leadership Framework that continually nurtures leadership capacity to take forward school improvement.</p>
<p><b>What are we going to do next?</b></p>	<p>We plan to continue with the systematic and effective self-evaluation mechanisms and approaches in place, but will review them in light of the publication of HGIOS4. We will continue to explore and analyse SIMD and its impact on pupil outcomes. We will continue to develop our Tracking and Monitoring systems as outlined in our Position Paper, making clear the roles and responsibilities of all stakeholders (staff and pupils) to ensure pupils are supported in knowing and taking ownership of their next steps in learning to support improved achievement. We will evaluate the quality of the learner/teacher dialogue. SLT and staff will become more familiar with the data available through Insight and begin to use it to analyse pupil performance and target areas for improvement and/or share good practice. We will continue to use the CL Forum, our School Leadership Framework the enhanced roles of Chartered Teachers and the ad hoc SLWGs (e.g. new format of parents' evenings) to inform and drive improvement. We will continue with our meetings for new staff to ensure they are well supported in their roles and are also able to contribute to school improvement from the outset. We plan to continue to make use of our SIPP partner schools to share good practice and to build on the relationships established through our very successful residential conference and joint visits. We will</p>

	<p>continue to embrace the new GTC Professional Standards by promoting and supporting Career Long Professional Learning for all teachers and ensure PRDs reflect this aim. We will promote the benefits of and encourage professional reading and take account of educational research in our SIPP interventions/action plans. We will ensure the national priorities of literacy, DYW and the STEM agenda are considered when fixing our priorities. We will ensure our school Mission Statement remains at the heart of our improvement agenda.</p>
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