



# **Holy Rood RC High School**

**Standards and Quality Report**

**Self-evaluation Summary**

**Session 2024-25**

## Holy Rood RC High School

### Self-evaluation for the school

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
<b>QI 2.3 Learning, teaching and assessment</b> (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)			
<p><b>Learning and Engagement</b></p> <ul style="list-style-type: none"> <li>• Positive relationships are evident in the learning environment</li> <li>• Our Learning, Teaching and Assessment Position Paper promotes a consistent and high quality learning experience for pupils</li> <li>• Our Lesson Evaluation Toolkit enables teachers to engage in self-evaluation</li> <li>• Sharing the Learning Experience (SLE) Programme promotes a consistent approach and the sharing of good practice in</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from pupils and staff - SLE May 2024 Nov 2024 &amp; March 2025 Assembly Programme, Tutor Time Programme, Ready to Learn</li> <li>• Feedback from staff and pupils - SLE May 2024 Nov 2024 March 2025 identifies good practice in learning and teaching</li> <li>• Feedback from observed lessons SLE May 2024 &amp; Nov 2024 evidences the toolkit is being used effectively</li> <li>• SLE feedback informs next steps in planning learning, teaching and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Holy Rood Learning Standard</li> <li>• Ensure SLE has an increased focus on areas for development</li> <li>• Incorporate digital learning strategy as part of Learning &amp; Tracking Position Paper</li> <li>• Lesson Evaluation Toolkit to be used to support further improvements in learning and teaching (e.g. differentiation and effective questioning)</li> <li>• Pupils are actively engaged in leading learning</li> <li>• Refine SLE Programme to incorporate increased opportunities for pupil voice</li> </ul>	<p>Good</p>

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<p>Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> <li>• Pupils actively engage in digital learning</li>   <li>• Active Digital Learning pupil group - monthly meeting and engagement with team</li>   <li>• Partnership working supports development of Digital Leaders (e.g. Clickview)</li>   <li>• Pupil/Parental engagement with digital platforms supports home learning</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils' views are used to inform change</li>   <li>• Positive pupil voice feedback on digital learning as evidenced in SLE May 2024 &amp; Nov 2024</li>   <li>• Pupils access appropriate digital learning tools and resources</li>   <li>• Work underway to achieve Digital Schools Award, including collecting best practice amongst staff</li>   <li>• Digital Leaders allocated to all Faculties and have supported the Senior Phase Digital Assembly/staff CLPL</li>   <li>• Positive evaluation of parent/carer BGE digital learning session Oct 2024</li>   <li>• Highest uptake on "E-sgoil" platform in CEC (218 bookings)</li>   <li>• Pupils actively engaged in a range of leadership opportunities e.g. Digital Leaders, DYW Ambassadors,</li> </ul>	<ul style="list-style-type: none"> <li>• Work towards Digital Schools Award</li>   <li>• Create staff and pupil guides for apps</li>           <li>• Develop role of Digital Leaders in all faculties</li>             <li>• Produce parent/carer guide on apps</li> </ul>	
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<ul style="list-style-type: none"> <li>• Pupil leadership opportunities contribute to the wider life of the school</li>   <li>• Pupils are supported at home through positive parent/carer engagement</li>   <li>• Introduction of Meta Skills framework</li>   <li>• Whole school focus on UNCRC, learning and teaching about the rights of the child</li> </ul>	<p>Sustainability Ambassadors, SCQF Ambassadors, Subject Prefects - Buddy system - Maths, Paired Reading</p> <ul style="list-style-type: none"> <li>• Parental engagement and positive feedback from BGE Parent/Carer Information Session in literacy, numeracy and digital skills (Nov 2024)</li>   <li>• Whole school CAT/Sharing Good Practice session Jan 2025 ,curricular audit highlights where good practice is evident throughout the school, positive staff evaluations from CAT, Pupil feedback on skills SLE May 2024 &amp; Nov 2024</li>   <li>• Evaluations from Learning Community Inservice (Jan 2024 and Whole School CAT session (May 2024), Pupil Steering Group feedback, Learning Community Sharing Good Practice event - Nov 2024, Staff SIG Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Organise Pupil Leadership Event and increase range of opportunities</li>   <li>• Engage with parents to inform next steps/future workshops</li>   <li>• Embed Meta Skills across all curricular areas</li>   <li>• Continue to embed children's rights (UNCRC)</li> <li>• Work towards bronze accreditation with Learning Community (Rights Respecting Schools Award)</li> </ul>	
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<ul style="list-style-type: none"> <li>• Staff engagement in digital learning sessions is impacting positively on classroom practice</li>   <li>• Introduction of Enhanced Support is integrated with the mainstream curriculum</li> <li>• Pupils accessing Enhanced Support are able to engage in their learning</li>   <li>• Learning Community (LC) PSA engagement in Inservice Workshops (numicon, SEAL, active phonics, iPads) supports understanding of approaches to L &amp; T</li>   <p><b>Effective use of assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment evidence supports identification of pupils for Targeted Support Programmes (e.g. literacy, numeracy)</li> </ul> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from inhouse and Edinburgh Learns digital learning CLPL (Drop-in sessions and staff Team “Digitips”) and increased staff confidence</li> <li>• Key staff engaging in AI, Microsoft and Apple training and looking outwards visits/digital conference</li>   <li>• Positive pupil attendance and tracking reports</li>   <li>• LC PSA evaluations evidence increased knowledge confidence and skills development</li>   <li>• Positive engagement and attendance at Targeted Support Programmes (e.g. Diagnostic Literacy and Dyslexia Programme, SRA, SEAL)</li> </ul>	<ul style="list-style-type: none"> <li>• Work towards Digital Schools Award</li> <li>• Continue to work alongside Edinburgh Learns Team and look outwards to develop practice in digital literacy</li>   <li>• Expand curriculum offer in Enhanced Support</li>   <li>• Further CLPL for PSAs (based on needs analysis)</li>   <li>• Continue to offer Targeted Support based on data and evidence</li> </ul>	
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<ul style="list-style-type: none"> <li>• Teachers make use of planned moderation activities within subject areas</li>   <li>• Learning Community (LC) Inservice on Writing Moderation supports a consistent approach to professional judgement of BGE levels</li>   <li>• Effective use of Self/Peer Assessment in BGE and Senior Phase</li> </ul>	<ul style="list-style-type: none"> <li>• Increased pupil confidence and improvements in reading scores in S1 and S2 SRA and SEAL Maths scores by end of S2</li> <li>• Pupils accessing targeted support in SFL achieve National Qualifications/ alternative accreditation (e.g. King's Trust)</li>   <li>• Faculty Meetings and Link Meeting feedback and QA calendars evidence collaboration, enabling shared understanding of levels/standards</li> <li>• Literacy and numeracy progression pathways audited</li>   <li>• Staff evaluations evidence increased confidence in allocating writing levels in BGE</li>   <li>• Learner self-evaluation (e.g. I can – Modern Languages , Maths Pupil 360, FTT Social Subjects Pupil Passport</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor impact on attainment over time</li>   <li>• BGE moderation activities to incorporate exemplification of CEC Pupil Tracking levels</li> <li>• Work towards consistent coverage of literacy and numeracy benchmarks</li>   <li>• Further collaboration with LC on moderation of numeracy</li>   <li>• Share good practice in self/peer assessment</li> </ul>	
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<p><b>Planning, tracking and monitoring</b></p> <ul style="list-style-type: none"> <li>• Tracking data supports the monitoring of pupil progress, including identified equity cohorts (e.g. ASN, LAC, EAL pupils)</li> <li>• Staff are aware of and plan for pupils at risk of under achieving</li> <li>• Use of Pupil Tracking data in subject classes/ Tutor Time enables frequent target setting opportunities</li> <li>• Effective use of data supports identification of pupils for Senior Phase Mentoring Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of SQA attainment data evidences positive trends and areas for development - Link Meeting 1 and Link Meeting 2</li> <li>• Focused discussions with CLs and PSLs support effective transitions and the identification of pupils at risk of not achieving potential - Link Meetings 2 and 3, Equity Team minutes, PSG minutes</li> <li>• Learner conversations evidence next steps in learning Tutor Time Programme</li> <li>• Learner self-evaluation takes place in subject classes, e.g. Learning Logs, Pupil 360, Pupil Passport</li> <li>• Analysis of data and pupil evaluations evidence positive impact of Mentoring Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Implement use of Pupil Tracking analysis tool</li> <li>• Plan further opportunities for pupil progress to be discussed</li> <li>• Update Tracking and Monitoring Position Paper to reflect language of new Tracking tool</li> <li>• Analyse equity data to offer appropriate interventions (e.g. attainment workshops)</li> </ul>	
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Self-evaluation summary for schools: Click here to enter text., Click here to enter text.			
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
<b>QI 3.1 Ensuring wellbeing, equality and inclusion</b> (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)			
<p><b>Wellbeing</b> Whole school focus on wellbeing:</p> <ul style="list-style-type: none"> <li>• SHANARRI indicators chosen by pupils_informs Health and Wellbeing (HWB) focus for the year ahead</li> <li>• Health and Wellbeing Praise Card introduced</li> <li>• Celebrating Success in Holy Rood High School Tutor Time insert (Nov 2024)</li> <li>• Breathe and Believe Tutor Time insert (S4-S6) (Feb 2025) to support mental and emotional health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Healthy and Safe</b> (SHANARRI indicators) voted for in Tutor Time and taken forward by HWB SIG as focus indicators for 2024-25 (765 votes from pupils and staff, 304 Safe and 268 Healthy)</li> <li>• Since launch in Jan 2025, 229 praise cards issued. All 8 HWB indicators recognised, praise cards awarded as follows, S1= 86, S2 = 53, S3 = 51, S4 = 14, S5 = 11, S6 = 14 (correct as of 04/06/25)</li> <li>• Senior pupil voice evidences positive impact</li> <li>• Pupil evaluations inform planning and next steps Pupil voice from BGE and Senior phase pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use the wellbeing indicators to evaluate health and wellbeing and the impact on pupils.</li> </ul>	Very good

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<ul style="list-style-type: none"> <li>• Safe and Healthy in Holy Rood High School insert (S1-S3) (Feb 2025) to support mental and emotional health and wellbeing</li> <li>• Annual whole school HWB Day</li> </ul> <p><b>Enhanced Provision</b></p> <ul style="list-style-type: none"> <li>• The use of Transition/ Attainment data is used to inform early wellbeing interventions to target pupil need (Nurture and Social Communication Programmes)</li> <li>• The use of the Wellbeing Survey data enables targeted support throughout the year</li> <li>• Programmes in Wellbeing and Enhanced Support are adapted to meet pupil needs</li> <li>• Referrals and sharing of information from partnership services (e.g. Young Carers) via regular YPPMS and PSG is effective in identifying pupils requiring targeted support</li> </ul>	<ul style="list-style-type: none"> <li>• HWB Sports Day 2025 – feedback</li> <li>• 24/40 who attended Enhanced Transition went on to be involved in Wellbeing Programme</li> <li>• Baseline Wellbeing Survey in Nov 2024 and follow up survey in March 2025 identifies positive impact of Wellbeing programmes</li> <li>• Tracked pupil attendance in Wellbeing and Enhanced Support evidence positive engagement</li> <li>• Pupils identified for Enhanced Provision engage positively with individual curricular pathways and whole school curriculum - feedback from YPPMS</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use data to inform staff of appropriate supports for individual pupil needs</li> <li>• Use tracking reports to monitor progress in literacy and numeracy and put in place suitable supports</li> <li>• Use Wellbeing Survey data to identify and implement individual targeted support</li> <li>• Develop appropriate curricular pathways at levels 1 and 2 in literacy, numeracy, science and social subjects</li> <li>• Continue to work with partnership services and share appropriate information</li> </ul>	
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<ul style="list-style-type: none"> <li>• Positive relationships, gospel values and the dignity of the individual as evidenced in School Mission Statement (10) are at the heart of Positive Behaviour Position Paper</li> <li>• Caritas pupils leadership role in promoting school values through termly prayers</li> <li>• The Tutor Time Assembly and PSE Programme links to HWB and staying safe</li> <li>• Outdoor learning and creative use of school grounds/community green spaces integrated in Wellbeing opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from partnership services evidences effective communication and positive impact on pupils</li> <li>• Tutor Time HWB BGE Insert – Feb 2025 Positive relationships evidenced in SLE</li> <li>• Prayer features as part of values based approach (15) Positive pupil engagement in Service to the Common Good (e.g. Caritas, Duke of Edinburgh, YPI)</li> <li>• S1/2 pupils have attended knife crime and vaping sessions -Tutor Time evaluation</li> <li>• Positive evaluation of outdoor learning</li> </ul>	<p>to ensure a holistic approach to support</p> <ul style="list-style-type: none"> <li>• Ensure a commitment to our shared vision in our daily practice</li> <li>• Continue to include social issues as part of PSE and Assembly Programme</li> <li>• Develop curricular work on UN Sustainable Development Goals</li> </ul>	
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<ul style="list-style-type: none"> <li>• S6 Leadership - 64 S6 pupils trained as MVP mentors and sessions delivered for S2</li> </ul> <p><b>Fulfilment of statutory duties</b></p> <ul style="list-style-type: none"> <li>• GIRFEC Coordinator ensures PSG and YPPMS are approached consistently</li> <li>• Staff are up to date on Child Protection and Equalities procedures</li> </ul> <ul style="list-style-type: none"> <li>• Staff engagement with whole school policies including Promoting Positive Behaviour (11)</li> <li>• Learning Community (LC) engagement with maximising attendance policy</li> </ul> <p><b>Inclusion and equality</b></p> <ul style="list-style-type: none"> <li>• Positive impact of family Link Officers (PSOs) in relation to</li> </ul>	<ul style="list-style-type: none"> <li>• Positive pupil evaluations of MVP programme</li> </ul> <ul style="list-style-type: none"> <li>• PSG minutes and YPPM minutes</li> </ul> <ul style="list-style-type: none"> <li>• Staff engagement with the referral process indicates incidents are reported. Equalities referrals are reviewed termly at SLT Positive QIO evaluation of Child Protection processes using Safeguarding Checklist</li> </ul> <ul style="list-style-type: none"> <li>• Positive Pupil Council evaluation of READY TO LEARN</li> <li>• Ethos and Values SIG has reviewed practice on Promoting Positive Behaviour</li> <li>• Termly attendance focus with LC parents</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate possibility of SCQF accreditation for MVP mentors</li> <li>• Embed MVP programme in PSE curriculum for staff and pupils</li> </ul> <ul style="list-style-type: none"> <li>• Increase staff engagement with the Scottish Catholic Education Service (SCES) Inclusion and Equalities resources and professional learning opportunities</li> <li>• Deliver annual refresh for pupils on reporting procedures for Equality and Inclusion</li> </ul> <ul style="list-style-type: none"> <li>• Refresh staff knowledge of restorative practice</li> </ul> <ul style="list-style-type: none"> <li>• Learning community PSOs support to enhance current provision</li> </ul> <ul style="list-style-type: none"> <li>• Continue to identify appropriate pupils to support,</li> </ul>	
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<p>attendance and support for families</p> <ul style="list-style-type: none"> <li>• Attendance action plan 2024-2026 enables targeted focus with PSOs</li> <li>• Data is used to identify supports and interventions to improve attendance</li> <li>• Care Experienced young people are supported by identified members of staff</li> <li>• Young Carers are identified and supported appropriately</li> <li>• S1 Pupil Equalities Assembly (Based on promoting positive relationships and the process for reporting incidents relating to the protected characteristics)</li> <li>• Equalities training update for staff on procedures for reporting of incidents relating to the protected characteristics</li> <li>• Equality and Inclusion referral data used to monitor incidents and identify trends</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in attendance of targeted pupils and increased communication with families</li> <li>• Regular meetings with Pupil Support Team and PSOs evidence supports in place for those most at risk</li> <li>• PSG minutes evidence supports</li> <li>• Increase in number of Young Carers evidence access to appropriate support</li> <li>• Fewer reported incidents of racist language, evidenced by fewer referrals citing specific racist terms</li> <li>• Staff engagement with referral processes indicates incidents involving the protected characteristics are reported, investigated, and addressed, as evidenced by referrals</li> <li>• Equalities and Inclusion referral data is used to identify targeted support for pupils at higher risk of</li> </ul>	<p>where attendance is a barrier to learning</p> <ul style="list-style-type: none"> <li>• Regular meetings and tracking of Care Experienced Young People</li> <li>• Review possibility of extending leadership opportunity for Young Carers</li> <li>• Continue work on embedding an anti-racist approach across the school community</li> <li>• Engage staff in feedback to assess the effectiveness of the referral process and address any identified challenges</li> <li>• Continue to monitor trends to confirm sustained reduction in incidents</li> </ul>	
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<ul style="list-style-type: none"> <li>• Collaboration with Learning Community to identify emerging trends and support provided</li> <li>• Opportunities for pupils to access support to pray and worship</li> <li>• Chaplaincy/Counselling Team allocated dedicated time to support pupils</li> <li>• Equalities Committee and S6 leaders contribute to whole school initiatives e.g. Culture Day</li> <li>• Black History Month celebrated in curricular areas</li> <li>• Data on engagement in wider achievement evidences an inclusive school environment</li> <li>• Learning Community approach to Rights</li> </ul>	<p>experiencing inequality or displaying repeat discriminatory behaviour.</p> <ul style="list-style-type: none"> <li>• LC Staff are familiar with emerging trends and can implement targeted support</li> <li>• Pupils are supported in practising their faith</li> <li>• Referrals evidence pupils being supported</li> <li>• Pupil voice and participation evidence pupils feel included and experience enhanced cultural awareness</li> <li>• Pupil voice survey evidences Black History Month contributes to enhanced cultural awareness and strengthens a sense of inclusion and respect among pupils</li> <li>• The protected characteristics are not a barrier to participation</li> <li>• Pupil steering group leading UNCRC Charter</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the learning community in discussions to address emerging concerns</li> <li>• Continue to offer opportunities to pray and worship in line with ethos</li> <li>• Audit referrals</li> <li>• Support Pupil Equalities Committee to promote inclusion/celebration of all cultures (e.g. enhance Culture Day experience)</li> <li>• Continue collaborating with staff to develop and implement resources and activities for Black History Month to enhance awareness and inclusivity</li> <li>• Continue to track wider achievement to identify participation trend</li> <li>• Continue to embed children's rights, work towards bronze accreditation with learning community</li> </ul>	
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## Holy Rood RC High School

<p>Respecting School Award (UNCRC) (44a)</p> <ul style="list-style-type: none"><li>• RE programmes enable pupils to explore diversity, multi-faith issues and challenge intolerance</li><li>• YPI Project in S3 explores social justice issues such as racism</li></ul>	<ul style="list-style-type: none"><li>• RE programme promotes understanding and respect for diversity</li><li>• Wide range of social issues selected for YPI choices</li></ul>	<ul style="list-style-type: none"><li>• Apply for Bronze award</li></ul>	
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How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
<b>QI 1.3 Leadership of change</b> (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)			
<p><b>Developing a shared vision, values and aims relevant to the school and its community</b></p> <ul style="list-style-type: none"> <li>• Charter and Mission Statement visible throughout the school building and in school documentation</li> <li>• Whole school focus on values through prayer</li> <li>• New staff feel welcomed and part of the school community</li> <li>• Staff are updated with data relating to the school's context (SIMD, EAL, YC, LAC, FME)</li> <li>• Learning Community approach to embedding UNCRC and Rights Respecting School Award</li> <li>• Liturgical events (including the S6 Leavers' Mass) promote our Catholic ethos and values</li> </ul>	<ul style="list-style-type: none"> <li>• Shared vision and values promote a sense of community amongst staff and pupils</li> <li>• Prayer features as part of values-based approach</li> <li>• Positive end of year evaluation of programme for new staff</li> <li>• Equity Team meeting minutes</li> <li>• Pupil steering group leading UNCRC Charter</li> <li>• Positive feedback and high participation</li> <li>• High numbers of pupils engaged in service to the</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure a commitment to our shared vision in our daily practice through our Mission Statement and school values</li> <li>• Promote opportunities for pupils to undertake leadership roles</li> <li>• Ensure sustainability in the context of Laudato si' (Pope Francis Change for</li> </ul>	<p>Good</p>

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<ul style="list-style-type: none"> <li>Active promotion of practical applications of service to the common good</li> </ul> <p><b>Strategic planning for continuous improvement</b></p> <ul style="list-style-type: none"> <li>Formal end of year evaluation of Faculty and Whole School Improvement Plans evidence self-evaluation</li> <li>Calendared Link Meetings between CLs/PSLs and</li> </ul>	<p>common good leadership programmes - Duke of Edinburgh (93 pupils undertook Bronze Award in S3 and 12 pupils undertook Silver Award in S6), YPI (S3 cohort) and Caritas (70 pupils completed Caritas in S6) and 1 pupil completed the Mark Scott Award.</p> <ul style="list-style-type: none"> <li>Pupils contribute to the shared vision to uphold the dignity of all (Prefects, Captains, S6 Committees, Class Reps, MVP mentors, UNCRC Steering Group, Pupil Council, Pupil Focus Groups, Equalities Committee, S6 Leadership of Sign up September Fair)</li> <li>QA calendars and minutes evidence engagement with self-evaluation</li> <li>Staff identify gaps in attainment at subject level</li> </ul>	<p>Good) is embedded as a key theme in our school community.</p>	
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<p>SLT involve professional dialogue around targeted priorities. Faculty and whole school analysis of attainment data at key points</p> <ul style="list-style-type: none"> <li>• Parents' views are taken account of when identifying improvement priorities (e.g. Parent Council discussion, evaluative feedback from parent sessions e.g. Information Evening, Senior Session feedback)</li> <li>• Pupil feedback informs Improvement Planning</li> <li>• SIG members formulate and implement Action Plans (linked to the Whole School Plan)</li> <li>• SIG Action Plans and the Whole School Plan are supported by our CLPL Calendar</li> <li>• CLPL calendar enables appropriate professional learning</li> <li>• Positive staff participation in Sharing the Learning</li> </ul>	<p>and strategies to address them – Link Meeting 1 -4</p> <ul style="list-style-type: none"> <li>• Parents views are valued and inform future plans</li> <li>• Pupil voice informs the improvement agenda</li> <li>• Staff and the school community benefit from enhanced leadership capacity</li> <li>• SIG plans evidence ownership of change</li> <li>• In-set Day and CAT programme evaluations evidence the positive impact of CLPL sessions</li> <li>• Staff take forward SLE evaluative feedback in faculties</li> </ul>		
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## Holy Rood RC High School

<p>Experience (SLE) Programme</p> <ul style="list-style-type: none"> <li>• Feedback from Pupil Focus Groups as part of the SLE is taken forward</li> <li>• Focused discussion on self-evaluation QIs at JLT</li> </ul> <p><b>Implementing improvement and change</b></p> <ul style="list-style-type: none"> <li>• The school's Leadership Framework documents the active contributions staff make to implement effective change</li> <li>• Sharing of successes session enables sharing of good practice</li> <li>• Learning and Teaching Position Paper reviewed and updated</li> <li>• PRD process supports professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• SLE staff evaluative feedback informs our improvement agenda</li> <li>• JLT minutes evidence discussion</li> <li>• Staff and the school community benefit from enhanced leadership capacity</li> <li>• Evidence of positive impact on pupils</li> <li>• Consistent approach across the school - Lesson evaluation toolkit</li> <li>• Staff evidence impact of CLPL in PRD process</li> </ul>		
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## Holy Rood RC High School

QI 3.2 Securing children's progress (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)

### Attainment in literacy and numeracy

#### Numeracy

- Transition teacher offers S1 Numeracy support groups (38 pupils split into 4 groups) once per week outwith Mathematics time
- SEAL screener data supports pupil pathways and progression
- The SEAL programme evidences a positive short-term impact
- Pupil Support Assistants have been trained in SEAL support strategies

- 42 pupils identified as being within stages of early arithmetic numeracy in Sept 24. 13 had increased by 1 stage by April 25
- SEAL programme is effective: 14 out of the 33 pupils identified as needing SEAL intervention in S1 achieved N5 Numeracy in 2025.
- 100% of attending pupils improving their attainment in numeracy from baseline measures (SNSA, P7 level) between P7 and the end of S1
- 10 out of 42 pupils identified as being within SEAL in Sept 24 are working within second level by the end of S1 and 27 pupils working within third level by the end of S1.
- PSA support in classes increases pupil confidence (as evidenced by Pupil Voice, teacher feedback).

- Work with learning community to enhance attainment in literacy and numeracy
- Continue to offer programme of enhanced literacy/numeracy support

Good

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<ul style="list-style-type: none"> <li>• Learning Community CLPL for Pupil Support Assistants - '6 minute SEAL'</li> <li>• Positive attainment pattern in numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• 91% of pupils achieving third level by the end of S3 2025</li> <li>• 88% of pupil achieving fourth Level by the end of S3 2025, an increase of 21% from 2023</li> <li>• Level 3 Numeracy at 100% for 2024.</li> <li>• Level 4 Numeracy is 94% in 2024, 9% above the VC.</li> <li>• 58% of S4 pupils achieved N5 Numeracy in 2024, 3% more than VC</li> <li>• Level 5 Numeracy presentation levels in S4 increased from 67% in 2024 to 83% in 2025.</li> <li>• Level 5 Mathematics presentation levels in S4 increased from 67% in 2024 to 84% in 2025.</li> <li>• Pupils presented for National 5 awards in S4 correlates with attainment in S3 (evidenced in CEC data statistics and Insight). 88% of S4 pupils in 2025 achieved level 4 Numeracy in S3 2024</li> </ul>		
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## Holy Rood RC High School

<ul style="list-style-type: none"> <li>• SCQF pathways have increased in the Mathematics Faculty e.g. Introduction of N5 Applications of Mathematics in S4</li> <li>• Broad banding has a positive impact on self-efficacy, resilience and attainment</li> <li>• Consistent approach to moderation</li> </ul> <p><b>LITERACY</b></p> <ul style="list-style-type: none"> <li>• SRA supports identified pupils based on reading scores in S1 and S2</li> <li>• Literacy support lessons timetabled for targeted S1-3 pupils, focusing on writing skills</li> <li>• Targeted pupils are supported to achieve qualifications in S4 through partnership working with SFL</li> </ul>	<ul style="list-style-type: none"> <li>• Uptake of Mathematics and Numeracy Faculty courses in S5/6 continues to increase. 71% of pupils in S4 in 24/25 have chosen to follow a Mathematics course in S5</li> <li>• Pupil Voice data evidences positive impact</li> <li>• Moderation enables consistency in professional judgements for achievement of a level</li> <li>• 14% of S3 pupils achieved Level 3 in Reading, Writing, Listening and Talking</li> <li>• 79% of S3 pupils achieved Level 4 in Reading, Writing, Listening and Talking</li> <li>• Increase in pupils presented for N5 English (73% of 2024/25 S4 cohort were presented for N5)</li> </ul>		
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## Holy Rood RC High School

<ul style="list-style-type: none"> <li>• All N4 pupils given opportunity to sit N5 Literacy</li> <li>• Increased diversity in classroom texts</li> <li>• Librarian supports whole school literacy</li> </ul> <p><b>Attainment over time</b></p> <ul style="list-style-type: none"> <li>• Pupils are aware of working level, progress and next steps</li> <li>• Use of data facilitates targeted faculty discussion and learner conversations</li> <li>• NQ results for Senior Phase evidence positive attainment over time:-             <ul style="list-style-type: none"> <li>➤ S4 attainment vs deprivation is above the VC in quintile 1</li> <li>➤ S5 attainment vs deprivation is above VC in quintile 1</li> <li>➤ Lowest 20% and middle 60% in S4 and S5 are above the VC</li> <li>➤ 57% of S6 cohort gained at least 1 @ level 6</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• More text choice by black and Asian authors</li> <li>• Explore programme</li> <li>• SLE Programme</li> <li>• Link Meetings 1-4</li> <li>• Insight data evidence improvements in attainment over time</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise Pupil Tracking System to enable effective tracking of data and to target raising attainment in specific cohorts</li> <li>• Target improving S6 attainment in quintile 1</li> <li>• Target attainment of highest 20% learners in S6</li> </ul>	
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## Holy Rood RC High School

<p><b>Overall quality of learners' achievement</b></p> <ul style="list-style-type: none"> <li>• BGE Profiling captures pupils' skills and achievements</li> <li>• Increased participation in the wider achievement programme</li>   <li>• S6 Leadership Team, S6 Prefects and Committees actively contribute to the life of the school and wider community</li> <li>• Pupil Council members make a positive contribution to the whole school</li> <li>• Pupil Voice feedback is used to support improvement planning</li> </ul>	<ul style="list-style-type: none"> <li>• BGE Profiles evidence pupils develop skills for learning, life and work</li> <li>• Pupil registers of attendance/analysis of data. Positive uptake of S1-3 Sign Up September Fair, S6 Caritas Award, S3 YPI, S3 Duke of Edinburgh Bronze Award and S6 Duke of Edinburgh Silver Award, S4 King's Trust Award, S6 SCQF Level 6 First Aid Award</li> <li>• Awards Ceremonies, Faculty minutes and events, participation in Caritas</li> <li>• Active involvement in decision making evidenced in Pupil Council minutes</li> <li>• Induction Day feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate electronic profiling system with pupils</li> <li>• Monitor participation in wider achievement</li> </ul>	
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## Holy Rood RC High School

<ul style="list-style-type: none"> <li>• Pupils play an active role in selecting charity and participating in fundraising during Advent and Lent</li> <li>• Pupils' achievements are recognised and celebrated</li>   <li>• Praise Card introduced</li>   <p><b>Equity for all learners</b></p> <li>• Attainment assemblies with senior pupils prior to Prelims, SQA exams and promotion of digital learning study platforms</li> <li>• Wide range of Supported Study revision sessions (after school and during Easter holiday)</li>   <li>• Mentoring Programme offered in senior school</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor Time Programme and feedback</li>   <li>• Junior and Senior Awards Ceremony, Sponsored Awards recognise particular contribution to wider community and service to the common good</li>   <li>• Since launch in Jan 2025, 229 praise cards issued.</li>   <li>• Feedback from staff on pupil engagement with Achieve #Learning and highest uptake on "E-sgoil" platform in CEC (218 bookings)</li> <li>• Attendance registers</li>   <li>• Increase in pupil confidence in managing coursework and managing deadlines (evidenced in evaluation)</li> </ul>		
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## Holy Rood RC High School

<ul style="list-style-type: none"> <li>• Interventions are in place to enable equity of opportunity (e.g. targeted literacy, numeracy, wellbeing programmes)</li> <li>• Targeted opportunities in the senior school support pupils into a sustained positive destination</li> <li>• Pupil aspirations raised and supported appropriately e.g. personal statement workshop</li> <li>• Wide range of providers feed into 16+ meetings</li> <li>• Into University workshops for targeted pupils in S1-S6</li> <li>• Targeted attainment tracking of Quintile 1 potential leavers</li> </ul>	<ul style="list-style-type: none"> <li>• Link Meetings and Faculty minutes, Wellbeing survey, Equity Team minutes</li> <li>• Positive attendance in N5 Hairdressing, Career Ready, DYW events</li> <li>• Increase in numbers applying to UCAS</li> <li>• 16+ minutes evidence partnership agency working</li> <li>• Link Meeting 3</li> </ul>		
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## Holy Rood RC High School

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
<b>QI 2.2 Curriculum: theme 2 Learning pathway</b>			
<p><b>Rationale and design</b></p> <ul style="list-style-type: none"> <li>• School-College curriculum collaboration supporting learner progression</li> <li>• Initial mapping of Senior Phase curriculum offer</li> <li>• Opportunities for IDL learning and Personal choice.</li> <li>• UNCRC Articles curriculum mapping exercise completed by Faculties</li> </ul>	<ul style="list-style-type: none"> <li>• Positive uptake for SCP offer in 25-26</li> <li>• Learners' pathways developed new qualifications for session 25-26 (NPA Criminology Level 5, NPA Musical Theatre Studies Level 6, NPA Creative Industries Reimaging Spaces Level 5)</li> <li>• Wide variety of S1-2 Personal Choice courses</li> <li>• Collation of Faculty evaluation/action plans from School CAT session</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in Local Authority discussions on a revised SCP offer for pupils.</li> <li>• Develop a fully accessible, interactive curriculum map to support personalisation and progression planning.</li> <li>• Evaluate the impact of Personal Choice in the BGE curriculum</li> <li>• Mapping of the Sustainable Development Goals to link with UNCRC articles in the curriculum.</li> </ul>	<p>Good</p>

## Holy Rood RC High School

<p><b>Development of the curriculum</b></p> <ul style="list-style-type: none"> <li>• Collaboration with Locality schools to embed CEC alignment of curricular structure.</li> <li>• Hosted national SCQF conference to discuss curriculum design and ideas.</li> </ul> <p><b>Learning pathways</b></p> <ul style="list-style-type: none"> <li>• Senior phase curriculum refreshed to include range of pathways including increase in provision of SCQF pathways</li> <li>• Development of senior phase curriculum offer enables equity at access point for all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent column structure devised for Locality School. Enables wider curricular offer for Senior phase pupils</li> <li>• Positive engagement and feedback from staff in attendance. Development of new SCQF courses (Reimaging Spaces/Creative Industries)</li> <li>• Increased course choice offers in senior school at Level 4-7</li> <li>• 18 SCQF level 4, 5 and 6 courses offered in S5/6 with initial high demand</li> <li>• Pupils are coursed into relevant pathways according to evidence of progression in learning and prior attainment</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in CEC consultation and discussions on full curricular alignment for all S4-6 in the city.</li> <li>• Further develop our SCQF Ambassador programme and aim for silver accreditation.</li> <li>• Develop pathways and infrastructure for Foundation Apprenticeship to be delivered as part of CEC Locality (e.g. FA 6 Scientific Technologies)</li> <li>• Broaden the range of vocational and skills-based qualifications.</li> <li>• Increase IDL courses and experiences linked to sustainability, skills, and rights.</li> </ul>	
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## Holy Rood RC High School

<p><b>Skills for learning, life and work</b></p> <ul style="list-style-type: none"> <li>• Meta Skills framework CAT session delivered to all Staff</li> <li>• Successful partnership working with DYW Coordinator.</li> <li>• DYW links established with all Faculties</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Evaluations evidence positive engagement with Meta Skills</li> <li>• Minutes of DYW meetings, curricular inserts for DYW events, year group events, school visitor log</li> </ul>	<ul style="list-style-type: none"> <li>• Embed the Meta Skills framework consistently across all faculties and increase visibility for all pupils.</li> <li>• Expand employer and third-sector partnerships to enhance curriculum relevance.</li> </ul>	
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## Holy Rood RC High School

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
<b>QI 2.7 Partnerships: theme 3 Impact on children and families (parental engagement only)</b>			
<ul style="list-style-type: none"> <li>• Consultation with families regarding family support sessions</li> <li>• Family Information sessions offered for BGE and Senior Phase</li> <li>• Participation of families at school events (Parents' Meetings, S6 Leavers' Mass, Awards Ceremonies, P6/7 Parents' Meeting, Enhanced Transition, P7 Parents' Meeting, BGE Family Support Session and Senior Phase Support Session)</li> </ul>	<ul style="list-style-type: none"> <li>• Bespoke nature of family sessions catered for needs</li> <li>• Parents/Carers supported with their child's learning.</li> <li>• Satchel One has supported parents /carers to engage with their child's home learning</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to engage with parent Council and consult with families on supports</li> <li>• Offer wide range of parental sessions to support learning and engagement</li> <li>• Continue to develop role of PSO to engage further with families</li> </ul>	<p>Good</p>