Summarised inspection findings

St Augustine's High School

The City of Edinburgh Council

31 March 2020

School name   St Augustine's High School
Council: The City of Edinburgh Council
SEED number: 5534038
Roll (Sep 2018)   720

Key contextual information

Attendance is generally in line with the national average.
Exclusions are generally below the national average.
In February 2019 ,12.2% of pupils were registered for free school meals.
In September 2018, 47.8% of pupils live in the 20% most deprived datazones in Scotland.
In September 2018, the school reported that 59.9% of pupils had additional support needs.

1.3 Leadership of change	good
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: ■ developing a shared vision, values and aims relevant to the school and its community ■ strategic planning for continuous improvement ■ implementing improvement and change	

■ The school values underpin a very positive and ambitious school ethos and permeate the life and work of the school. Young people and staff in classrooms and across the school consistently model these values which are displayed prominently around the school, and banners have been produced for the associated primaries. Young people who demonstrate positive learning attitudes achieve merit awards, which they value highly.

■ Most staff and almost all parents feel that the school is well-led and managed. The headteacher is visible across the school and valued by the school community for his approachability and professional integrity. He focuses on developing the capability, capacity and professional learning of staff. This approach is having a direct impact on improving outcomes for young people. The headteacher works closely with two deputes and a business manager who support him effectively. Together they have created a climate of collegiality where staff are encouraged to contribute to school improvement with a shared sense of responsibility to improve. Staff are empowered by senior leaders to lead initiatives that have the potential to improve outcomes for young people. Senior leaders need to have a strategic overview of the initiatives to ensure these are taken forward in a more structured and sustainable way. Curriculum leaders manage and lead their faculties well. They have high expectations of the young people and their staff. Within pupil support, promoted staff effectively ensure that the needs and wellbeing of young people are being supported.

■ Senior leaders should continue to strengthen approaches to self-evaluation to ensure that robust and rigorous evidence is gathered across the school. This should include developing the existing programme of classroom observations to inform improvement in the quality and consistency of learning and teaching. This would also help to ensure that professional learning is embedded in classroom practice. Improved approaches to self-evaluation would enable all young people, staff and parents to reflect on the quality of the school's work. Relationships between partners and the school are a strength, and a few partners have informal and formal processes in place for self-evaluation. The school recognises a more systematic approach to partnership working, including joint self-evaluation, is now required.

■ Curriculum leaders should continue to engage in self-evaluation activities in their faculties, including the analysis of data. All teachers receive training in the use of the Insight benchmarking tool. Teachers are positive about the new initiative of attending attainment meetings where they discuss Scottish Qualifications Authority (SQA) attainment with their curriculum leader and senior leaders. This enables them to provide a more effective input to subsequent decisions related to improvement actions.

■ Improvement planning takes account of local and national priorities including the National Improvement Framework, and senior leaders focus on a manageable number of priorities.

Faculty improvement plans build on the school improvement plan and take forward key priorities in their specific contexts. Senior leaders should ensure greater consistency in the quality of faculty improvement plans. School development officers with specific remits are supporting effectively the improvement process. Almost all teachers participate in school improvement groups which reflect identified agreed priorities. Class teachers are given opportunities to lead these groups. The headteacher prioritises time to support key improvement activities during in-service and collegiate time. For example, the learning and teaching improvement group has delivered professional learning on differentiated methodologies. Such initiatives are being informed increasingly by professional reading and reflection, and the sharing of good practice in departments and faculties.

- The majority of young people feel that the school listens to their views. They value being consulted, particularly in relation to proposed changes. Senior leaders should now extend these approaches to ensure that young people influence and participate in decision-making across all aspects of school life. The student representative council is well established and has members from every tutor group. Young people identified potential improvements in the way they express views within the school. As a result, the school has established recently a smaller pupil parliament to provide a more effective means of communication with senior leaders. Staff should ensure more effective mechanisms are in place for young people to receive clear feedback on their views or where they have influenced positive change in the school. Senior leaders plan to strengthen young people's role in leading change by making use of 'How good is OUR school?'. This work is at an early stage but is being aligned with values-based education, for which accreditation is being sought.

- Teachers have a range of opportunities to engage in professional learning. They are enthusiastic and motivated about this learning and its impact on their practice. This is supporting them to develop their knowledge and skills. A number of staff engage with SQA assessment procedures and this informs their understanding of standards and assessment decisions in the senior phase. Leadership capacity is being strengthened by a range of leadership opportunities such as the extended senior leadership team initiative, which allows middle leaders to join senior leadership team meetings. A few teachers have achieved General Teaching Council for Scotland (GTCS) professional recognition for project leadership. Teachers should continue to seek opportunities to develop further practitioner enquiry which promotes evidence-based improvement.

- Young people, particularly those in S6, engage in a range of leadership opportunities across the school. These include, for example, sports ambassadors, the eco group, and the justice and peace committee. All S3 learners participate in the Youth Philanthropy Initiative (YPI), and a few are developing their leadership and team-working skills by participating in the Duke of Edinburgh's Award and a charities committee. These opportunities are leading to young people's awareness of citizenship and their role in their community. Senior leaders have identified the need to provide more opportunities for young people to develop their leadership skills, particularly in S1 and S2.

- A curriculum review has recently taken place and a new framework is now in place. The curriculum framework is due to be reviewed at the end of the session. It is providing progression for learners through to the end of the senior phase and has supported improved attainment. In the broad general education (BGE) and the senior phase, staff are enthusiastic about continuing to develop a curriculum which meets learners' needs.

- Senior leaders demonstrate a strong commitment to the continued implementation of Developing the Young Workforce (DYW) priorities. Senior leaders work closely with the local

authority DYW leads. This is leading to an increased range of learning opportunities and pathways for young people. The school has developed a number of productive strategic and operational partnerships with businesses, the local college and a few community partners. These should support them to meet young people's needs and plan for improved transitions to positive destinations on leaving school. Capacity building career-long professional learning events are supported by Skills Development Scotland (SDS) and raise staff awareness of the Career Education Standards (CES), My World of Work (MyWoW), and the use of labour market information to support planning.

- All staff have a clear understanding of the social, economic and cultural context in which young people and their families live. The school is making good use of pupil equity fund resources to address barriers to learning. The pupil equity fund plan would benefit from a clearer focus on the expected outcomes for young people and an associated evaluation strategy to demonstrate impact.

2.3 Learning, teaching and assessment	good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

■ learning and engagement
■ quality of teaching
■ effective use of assessment
■ planning, tracking and monitoring

■ Young people and staff are deeply committed to the school's nurturing, inclusive culture and purposeful environment for learning. The school's values and the chosen Gospel values of respect and forgiveness are an integral part of the school community. This is underpinned by the mutually respectful ethos that is evident across the school which supports young people's readiness to learn.

■ Staff have consistently high expectations of achievement and behaviour for all learners. Young people's positive behaviour contributes to the focus on learning. Staff promote positive relationships highly effectively by the use of selective and well-chosen praise. They support young people to do their very best. As a result, young people have belief in their own ability to succeed and they persevere in the face of challenges. Young people welcome challenge because they know this will help them to progress. Young people are enthusiastic about their learning in most classes, and almost all enjoy their learning and are highly motivated.

■ In most classes, teachers share the purpose of learning with young people, and in a few cases young people work collaboratively to produce success criteria. Collaborative learning is apparent in almost all classes. Young people work in partnership, in groups and take the initiative in challenges and in research tasks. Young people work well as learning resources for each other.

■ Most teachers use data and additional information about learners well to plan tasks and activities which support young people. There is scope for increased pace and challenge in a minority of classes, to capitalise on the positive climate for learning. Teachers should ensure that in planning for learning, they also plan additional challenge for some young people, as well as support for others. This should enable all learners to improve at an appropriate pace.

■ In most lessons, teachers observe learners closely, making appropriate well-timed interventions. The majority of teacher questioning is clear and teachers use a range of questioning approaches to check for understanding, and to extend and challenge young people's thinking.

■ Staff use digital technology positively in almost all lessons. Almost all teachers are making creative use of the available digital resources, and use this to support learning and teaching. The use of digital apps help learners to take responsibility for their learning, particularly in S3-S6. The majority of teachers use digital platforms effectively to share the purpose of learning, to give immediate feedback to learners, and to give young people the opportunity to take the initiative. Teachers also use digital platforms effectively to support young people who have experienced interruptions in their learning.

■ Teachers across the school encourage young people to take increasing responsibility in leading their own learning, and most are using a range of teaching approaches effectively to promote this. Staff should now capitalise on the increased capacity that young people are developing to extend this responsibility and independence.

■ Senior leaders are keen to increase the focus on high-quality learning and teaching across the school. The learning and teaching policy now needs to be aligned more closely with key priorities to promote the best possible outcomes for young people. Currently, middle leaders observe learning and offer constructive feedback to staff within their departments. In a majority of faculties there are examples of effective practice in place, as a result of teacher initiative rather than a planned improvement programme. To ensure that all young people experience consistently high-quality learning across the curriculum, senior leaders should develop a school wide planned approach to sharing good practice.

■ Young people are not yet sufficiently aware of how their learning is progressing. Middle leaders are using approaches in their faculties which encourage learners to reflect on their learning. The range of approaches differs widely across the school. More consistent approaches would enable young people to better reflect on their progress across their learning. Senior leaders should now ensure that, by the end of S3, each learner has a clear understanding of their own progress, attainment and next steps in learning.

■ In almost all lessons, teachers employ a variety of approaches to assess progress, including peer and self-assessment tasks and activities. These support judgements about young people's understanding throughout a lesson. Teachers do not yet make sufficient use of these approaches to better inform their planning for future learning and young people's understanding of their own progression.

■ Curriculum leaders meet regularly with senior leaders, their staff and additional support for learning teachers to monitor and track young people's progress in and across curricular areas. Senior leaders and teachers are not yet making sufficiently effective use of these meetings to moderate teachers' professional judgement of young people's progress and achievement within and across Curriculum for Excellence (CfE) levels. Effective assessment and moderation practice in some faculties should be shared more widely across the school.

■ Teachers are making increasing use of the National Benchmarks to plan learning to ensure a shared understanding of the standards young people should achieve at the different CfE levels. Staff have taken part in professional learning on assessment and moderation of the BGE at faculty, school and local network levels. In the senior phase, teachers have a good understanding of assessment standards in National Qualifications which they use to plan learning. This understanding is developed through the sharing of standards by those who undertake SQA duties and participation in professional learning events.

■ Staff know young people very well and identify specific interventions for those who require further support or have barriers to their learning. In the BGE, as a result of recent changes in tracking and monitoring approaches across the school, a wide variety of approaches is used to recording and collecting information about young people's progress. Senior leaders should now make increased use of the recently introduced school-wide system to monitor and evaluate the progress of all learners across all curriculum areas. In the senior phase, most departments track the progress of young people and respond to the data with interventions to improve outcomes for learners.

2.2 Curriculum: Learning pathways

■ Providing high-quality learning that enables all young people to achieve their potential is the foundation of the curriculum rationale. The school aims to ensure that every young person leaves school with skills for learning, life and work that support them in moving on to and sustaining a positive destination.

■ Curricular links at transition between associated primary schools and St Augustine's High School are strongest in English and literacy, mathematics and numeracy, sciences and modern languages. Transition work includes shared observations, moderation activities and working together on projects. This collaboration helps young people and teachers take account of and build on prior learning at the start of S1. The school should now continue to build on this positive transition work and extend this across all curricular areas.

■ In the BGE, young people are provided with appropriate learning opportunities across all curriculum areas in S1 and S2. In addition, they have opportunities to reflect and develop their skills through religious education, physical education and personal and social education (PSE). All curriculum areas experienced in S1 and S2 are planned mainly around third level experiences (Es) and outcomes (Os), with learning at fourth level as appropriate. In S1 and S2 young people also experience a programme with a focus on sciences, technologies, engineering and mathematics (STEM). Young people would benefit from this programme being planned around Es and Os and key skills. This would enable young people to make links between their learning. Staff are not yet using the STEM programme as an opportunity to assess young people's application of learning in new and unfamiliar contexts. Young people in S2 also participate in 'creative industries', a bespoke programme taught in expressive arts.

■ Since the beginning of session 2019-20, young people receive three periods of Spanish in S1 and S2. In S2, young people receive two four week taster sessions of French. This is not currently sufficient for all young people to receive their entitlement to a meaningful experience of the third language. The school should review the arrangements for those young people who currently are not receiving their entitlement. In S3 young people specialise in either French or Spanish according to their preference. Young people who have English as an additional language in the school are supported well. Many of these young people successfully access qualifications in Polish in the senior phase.

■ Young people make choices towards the end of S2 for specialisation in S3, taking forward courses which will lead to qualifications in S4. The school ensures that pathways remain open for the few learners who wish to change subject choices at S4. The S3 experience ensures that young people continue to experience breadth in their learning. In S3 young people personalise their curriculum with six course choices in addition to English, mathematics, French or Spanish, physical education, PSE, and religious education. In addition, young people can select an enrichment experience from dance, the Duke of Edinburgh's Award, film making or practical cookery. Young people experience learning planned mostly around fourth level Es and Os during specialisation. Across subject departments teachers are also planning for a few young people who require further consolidation of third level work. Teachers are monitoring and tracking young people's progress closely through the BGE with recently introduced new approaches. As the monitoring and tracking system becomes more embedded, senior leaders should ensure that all young people access an appropriate learning pathway in the senior phase.

■ A few targeted young people are following bespoke learning pathways to meet their particular needs. A wide range of opportunities for young people's personal achievement is provided both

within and outwith school. This is supported by partners such as community learning and development youth services, Active Schools, the local Rotary Club and Police Scotland. Such curricular arrangements include participating in the Rugby Academy, the John Muir Award, Saltire Award, Jass Award, The Duke of Edinburgh's Award or helping to develop the community garden.

■ Learners in the senior phase experience a wide range of curriculum options as an offer either as S4, combined S5-S6 or S6 courses. This includes provision through consortium arrangements with colleges and other local authority secondary schools. There is scope to increase further the offer to young people through improving consortium arrangements or accessing digital distance learning. A range of classes with young people working towards qualifications at different SCQF levels are in place across the school. Senior leaders report variability in the effectiveness of this approach. Additional courses leading to accreditation other than National Qualifications is broadening the curriculum provision. Appropriate courses leading to new qualifications are regularly introduced to refresh the offer for young people. Young people are also entered for GCSE and A level Polish qualifications as appropriate. In S4, young people are given the opportunity to study up to seven courses leading to National Qualifications, two of which are English or English for speakers of other languages and mathematics. For the majority of the young people at this stage at least half of their courses are at SCQF level 5. In S5 and S6, young people are given the opportunity to study up to five SCQF courses. Learning pathways in the senior phase are leading to positive destinations for almost all young people.

■ Developing young people's numeracy skills as a responsibility for all staff is at the early stages of development. The pace of development has been too slow but has improved over recent months. A new numeracy coordinator has been recently appointed to take forward this work across the school. Primary and secondary colleagues have worked together on an agreed focus to improve children's and young people's mental agility and are helpfully sharing good practice in this area. Secondary staff can now build on the experience of children as they move from primary school to S1. The numeracy coordinator has plans to expand the numeracy working group to include members from each curriculum area. The mathematics department plans learning using the Es and Os and has worked on key areas identified as being important to other subjects. This development should now support other subjects in moderation of numeracy using the National Benchmarks.

■ Improving literacy across all curriculum areas is also at an early stage. Staff involved in the development group are working towards agreed targets which align with the whole school improvement priorities. Teachers have undertaken helpful moderation work with cluster primaries which is helping to share standards. In addition, staff are undertaking literacy lead training provided by the authority. Curriculum leads should continue with planned approaches to improve literacy across the school.

■ Staff engage well in a range of activities which support the delivery of DYW priorities. This is shaping the senior phase curriculum offer within the school and bringing greater breadth in relation to work-related learning pathways, particularly for young people in S5-S6. The number of young people in S5-S6 accessing Foundation Apprenticeship opportunities is increasing. This is resulting in more explicit links being made to career pathways. Senior leaders have identified the need to broaden the range of opportunities available to S4 pupils to support progression within vocational subjects in S5-S6.

■ Subject departments have been proactive in developing a broad range of links with employers to support the curriculum and access learning opportunities for young people. This is increasingly assisting teaching staff to make links with their subject and real life.

- The entitlements of the CES are embedded well within the PSE programme. Interventions to support employability skills are planned well and have been further enhanced by the introduction of the delivery of an employability unit for all young people at S4. However, explicit delivery of these entitlements within lessons is not yet consistent across the school.

- PSE staff are working closely with the SDS careers advisor to develop opportunities within the PSE programme to consolidate young people's understanding of Career Management Skills (CMS).

- Young people are able to access work experience opportunities with a significant number having benefited from opportunities which are aligned to their career aspirations. Links with employers, third sector organisations and DYW Edinburgh are used to good effect to source suitable placements for young people.

- Senior phase learners are well informed regarding the range of employment, training and learning pathway opportunities on offer to them. For example, the apprenticeship family of qualifications are well promoted and understood by young people. A range of well-timed careers events assist young people in making informed decisions and plan for their next steps.

2.7 Partnerships: Impact on learners – parental engagement

■ All partners speak highly of the school, its staff and pupils and its commitment to work with them to achieve improved outcomes for their young people. Parents speak very positively about the central importance of the school vision and values to their own and their child's experience of St Augustine's High School. They say that they feel listened to and that their concerns are taken seriously.

■ Staff communicate with parents effectively through social media, text messaging and other methods. Parents believe that communication has improved recently and value the range of ways that staff communicate with them. Most parents believe that information about their child's progress reaches them in a timely manner, including regular feedback about how their child is learning and developing in school. Parents have expressed their appreciation of the sharing of 'good news' postcards about the achievements of their children, as well as being kept up to date with the successes and activities of young people.

■ Almost all parents feel that their child is making good progress at school. Parents would welcome further advice on how to support their child's learning at home. Further development of digital platforms, could support this.

■ The Parent Council supports fundraising activities to purchase equipment for the school and to support events, which benefit young people. They have consulted with young people as to the best way of using these funds.

■ The Parent Council recognises that it is not yet fully representative of all parents of St Augustine's High School and attributes this in part to the wide catchment area. They are solution-focused and are planning further meetings in locations across the catchment area. They continue to make efforts to increase parental involvement by attending school events, with translators to support those parents whose first language is not English. They are also working with the Parent Councils of the associated primary schools to involve more parents. The Parent Council is not currently involved in developing the school improvement plan.

■ Positive, productive relationships exist between school and SDS staff which underpin the joint negotiation for the School Partnership Agreement (SPA). The SPA for 2019-20 identifies priorities around MyWoW, improving understanding of the CES for staff from all departments and developing CMS as an integral part of the curriculum.

■ The school works well with employers, businesses and the local college to plan careers events to raise the awareness of young people and staff of career pathways and employment opportunities available in the area.

■ Links with employers and the community are supporting the development of an increased range of work placement opportunities relevant to young people's needs which is helping them consider and make more informed career planning choices. These links are also adding value to learning opportunities for young people across the curriculum. Young people with additional support needs are supported well to access specialist provision and work placements to support them to plan for transition to positive destinations.

■ The school has good links with a range of organisations and partners, including CLD, Career Ready, The Rotary Club, DYW Edinburgh which provide opportunities for wider achievement and further development of skills for learning, work and life. Many of these experiences include

opportunities for achievement of further formal certification, e.g. employability awards, volunteering and coaching awards. Opportunities exist for partners to contribute to evaluation of DYW related activities and plan for future delivery.

2.1 Safeguarding

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority. We have alerted the school and the education authority to these issues. The school and the education authority have assured us that appropriate action will be taken to address these.

3.1 Ensuring wellbeing, equality and inclusion	very good

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

- ■ wellbeing
- ■ fulfilment of statutory duties
- ■ inclusion and equality

■ The wellbeing and development of young people is at the heart of the school's vision for learners. The school's programme of professional learning has a strong focus on health and wellbeing as the shared responsibility of all staff. The vision of young people learning in a supportive environment which respects the diverse social and cultural mix of the school community is a key driver in planning learning and support. The school's PRAISE framework is reaffirmed at assemblies and displayed prominently around the school and supports a shared understanding of school ethos. Most young people describe positively their view of the school and the opportunities which they have. They feel that these opportunities are helping to build their confidence. Most feel that they are treated with respect and are encouraged to model this in their dealings with others. Staff within the school are fully aware of their responsibilities in relation to child protection and their role as tutors. Almost all learners indicate that they feel safe and that there is someone whom they can contact should they have a concern .Staff feel strongly valued as members of the school community and regard their role as rewarding; this a view shared also by partners.

■ Aspects of health and wellbeing are being promoted through well-planned programmes of religious education and PSE and across a number of other curriculum areas. Young people are encouraged to reflect on factors which impact on their health, wellbeing and development. Relevant planned initiatives, for example, in the areas of nurture, emotional wellbeing, mental health and resilience, are targeting the needs of young people. The importance of emotional wellbeing is publicised through, for example, the focus '300 days of happy'. Young people confirm a clear understanding of the importance of mental health. They are very alert to the dangers of social media and appreciate the support being given in managing examination pressure. Young people should be involved more in reviewing and planning their PSE programmes. This will help to meet young people's expectations and ensure the relevance of topics.

■ The school has a strong commitment to acknowledging the rights and responsibilities of the individual and the importance of respect for others. Staff and young people in the Justice and Peace group are working to secure rights based accreditation for the school.

■ The senior leadership team are aware of their responsibilities to ensure that practices reflect national guidance and legislation. Arrangements are in place to ensure that the rights of young people with protected characteristics are being met. Senior leaders and staff confidently respond appropriately to any request from young people for advice and support.

■ Effective arrangements are in place to monitor the attendance of learners in line with local authority procedures. A range of effective strategies has been introduced as alternatives to

exclusions, to improve engagement, and to support continuity in young people's learning. This is leading to improved attendance and a reduction in exclusions.

■ Senior leaders should revisit the completion of the local authority Child and Young Person Planning Document to ensure consistency. Within the plans, targets should be more specific with an increased emphasis on capturing the views of learners.

■ Young people are receiving their entitlement to universal support. Staff know young people very well and are prompt in responding to any issues that arise. The pupil support team are accessible to young people, offering appropriate and sensitive pastoral and curricular support. Young people speak very positively of the support which they receive from staff across the school both in their learning and on personal matters.

■ Young people facing potential barriers to their learning are supported very well. Through a range of programmes, school development officers, partners and staff are working with young people at risk of disengaging from school. This includes encouraging the participation of young people in a range of activities to build their self-esteem and sense of wellbeing. Examples include the school of rugby, the Chat Room and Therapet. As a result, individual social, emotional and learning needs are being addressed. This is helping facilitate a strong focus on building individual capacity to achieve. In scheduled meetings, senior leaders in partnership with relevant staff review young people's progress, any wellbeing issues and the positive impact of the planned interventions. Young people are gaining in confidence with improved, relationships and a few with increased aspirations.

■ Well-defined procedures support young people in their transition from primary to secondary and as they move on to destinations beyond school. Enhanced arrangements take account of the specific needs of identified young people. Young people with additional support needs and their parents/carers are supported very well to plan for transitions and for life beyond school. School staff and key partners regularly review pupil progress. At 16 plus planning meetings staff identify those at greatest risk of not progressing to a positive destination, and plan interventions and support where required. Where appropriate, partners work closely with the school to support young people make the transition when leaving school. These meetings include use of information from the data hub, including preferred occupation data, to inform discussions. Enhanced transition arrangements and access to supported work placements within the local community prepare young people well to enter a positive destination on leaving school.

■ In meeting learners' needs, support for learning specialists offer professional learning and advice to staff as part of the school's collegiate programme. They provide in-class support and targeted interventions to identified learners, as well as ensuring robust arrangements are in place to support young people in accessing National Qualifications. Pupil support assistants are deployed effectively in line with a staged intervention approach.

■ A range of activities celebrate the cultural diversity of the school community. The school's religious education and PSE programmes emphasise respect for the individual and an appreciation of religious beliefs and cultural traditions. This is reinforced in a celebration of cultures in, for example, the school's annual 'Unity and Diversity' week. Through a range of values-based activities including Justice and Peace, Caritas, True Colours and charity ventures, young people are reflecting on important ethical issues and the responsibilities of Christian citizenship in supporting others. Through assemblies, discussions in tutor groups and in learning across the curriculum, issues surrounding diversity, discrimination and equality are being explored with young people. This is generating a greater understanding of equality. The

opportunity exists to capitalise more on the breadth and depth of young people's experiences and cultures by enabling them to assume lead roles in exploring these issues. This would support the school in being more outward looking and providing all young people with an enhanced understanding of the world and their place in it. This would also serve to reinforce parity of respect for different traditions which is a core school value.

■ The approaches to promote inclusion and equality take account of the school's demographic and social and cultural mix. Young people speak very positively of the opportunities which they have to engage in the life of the school and the support which they receive.

■ Collectively staff have a good understanding of the personal and educational needs of young people as individuals and the wider implication of socio-economic disadvantage as a potential barrier to learning. Staff are alert to specific challenges to learning with planned interventions for targeted groups. This includes young people for whom English is an additional language, care experienced young people and carers, young people requiring additional support and identified individuals. The school handles sensitively, any young person's personal challenges to engagement and achievement. Staff are flexible in their response and make appropriate adjustments that are leading to positive outcomes for identified young people. For example, staff have offered outreach to deliver supported study in the local community to address transport issues.

■ The school is proactive in providing all young people with access to equipment and personal items, as required. Financial arrangements in place ensure that all young people can access the full range of curriculum activities and learning. Senior leaders and pupil support staff, working closely with parents, should encourage all eligible young people to access their entitlement to, for example, free schools meals and a clothing grant.

■ Almost all young people progress to a positive destination on leaving St Augustine's High School. Staff work well with SDS and other partners to support those young people who do not sustain their initial destination to re-engage and enter an alternative destination.

3.2 Raising attainment and achievement	good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- ■ attainment in literacy and numeracy
- ■ attainment over time
- ■ overall quality of learners' achievement
- ■ equity for all learners

Attainment in literacy and numeracy
BGE

- ■ In 2019, school attainment evidence shows that most young people achieved CfE third level or better in literacy and almost all in numeracy by the end of S3. In 2019 by the end of S3, the majority of young people achieved fourth level in listening and talking and in numeracy. In reading and writing, less than half of young people achieved fourth level in 2019. While the data shows a decline in attainment in 2019, the school is now more confident in the reliability of the data.

- ■ Teachers use the National Benchmarks to support their professional judgement of achievement of a level. Closer links with the cluster primary schools are leading to increased confidence in the attainment data at the time of transition to secondary. Moderation activities within the school, the cluster and more widely across the local authority should support further improvement and increase teacher confidence in their professional judgements. This should also ensure that information on attainment in the BGE becomes more reliable and robust.

- ■ Faculties use a range of approaches to tracking and monitoring the progress of young people in order to identify those who may require support. A recently introduced whole school tracking system should ensure that senior leaders have a strategic overview of the progress of young people across all curricular areas in the BGE and identify departments and individuals where improvements are required.

Senior phase
Literacy

- ■ Most young people achieved a literacy qualification at SCQF level 5 or better before leaving school in 2018. There is an improving trend in the percentage of young people attaining at this level or better over a five year period. In 2017-18, the percentage was significantly much higher than the VC. The school recognises the importance of the development of literacy skills in all young people, and offers considerable support and interventions for those learners who may require it, including young people who have English as an additional language.

- ■ In 2018, almost all young people leaving school after S5 attained literacy at SCQF level 4 or better which was significantly much higher than the VC. In 2018, the majority of young people leaving school after S5 attained literacy at SCQF level 5 or better through a unit. This is significantly much higher than the VC and is the highest attainment in a five year period. At SCQF level 6, attainment is mostly in line with the VC.

Numeracy

■ Most young people left St Augustine's High School in 2017-18 with SCQF level 5 or better in numeracy with almost all learners attaining an SCQF level 4 or better in 2017-18 and most leaving with an SCQF level 5 or better. This is an improvement over the last 5 years and significantly much higher than the VC in 2017-18.

■ Senior leaders ensure that young people who are at risk of not achieving a course award are supported to pass unit awards. There is a strong focus on securing both literacy and numeracy qualifications for young people who face barriers to their learning. Senior leaders and staff are aware of the need to improve attainment in maths. The current approach to presentations by the maths department is leading to young people attaining SCQF awards at level 4 or better and level 5 or better in numeracy through completion of a unit, rather than through a maths course award.

Attainment over time

BGE

■ Departments use their own tracking and monitoring systems to monitor the progress of young people's attainment and achievement in the BGE. Most young people are supported by teachers to understand the progress they are making through a CfE level in the BGE. This supports their learning and next steps and informs their subject choices. Regular curriculum leader meetings identify those learners who are not on track, and identify appropriate interventions and supports.

■ A rigorous and robust tracking and monitoring process at whole school level should ensure that there is a more strategic overview of learner progress. This should allow senior leaders to identify patterns in learners' attainment and those young people who are making progress as a result of interventions. Additionally, there is a need to monitor and evaluate more closely, the impact of interventions adopted at departmental level for those young people identified through teacher professional judgement as not progressing appropriately in the BGE.

Senior phase

■ For all pupils leaving St Augustine's High School, in 2013-14, 2014-15 and in 2017-18, the average total tariff points were significantly lower or much lower than the VC. The lowest attaining 20% of leavers in 2013-14 performed significantly much lower than the VC but in the following four years, improved to be in line with the VC. The middle attaining 60% and highest attaining 20%, have been in line with the VC for all five years since 2013-14.

■ In S4, by S5 and by S6, the average complimentary tariff scores are mainly in line with the VC for all young people between 2013-14 and 2018-19. In S4, in 2014-15, 2016-17 and in 2017-18 the lowest attaining 20% performed significantly higher than the VC .The middle attaining 60% performed in line with the VC in four of the past five years with a decline in 2015-16 to significantly lower than the VC. The highest attaining 20% percent performed in line with the VC. The middle attaining 60% in the 2015-16 S4 cohort were not able to recover from a poorer performance compared to their VC and performance remained significantly lower into S5 and into S6 in 2017-18.

■ The school has identified the number of young people attaining National 5 qualifications in S4 as an area for improvement and are currently working on strategies to increase the number of young people accessing qualifications at this level in the coming academic year.

Breadth and depth

■ In 2018-19, almost all young people attained six or more qualifications at SCQF level 4 or better. In the same year, most young people attained four or more qualifications at this level which is in line with the VC. In 2014-15 the school performed significantly much higher than the VC for one or more to five or more qualifications at this level and in 2016-17, significantly much higher than the VC for one or more and two or more qualifications at this level.

■ In S4, the percentage of young people attaining one or more to four or more qualifications shows an improving picture at SCQF level 5C or better. This has generally been in line with the VC over the past five years. Young people attaining at SCQF level 5A or better in one or more to six or more courses in the last two years has improved from often being significantly lower or much lower than the VC to being in line with the VC.

■ By S5, the percentage of young people attaining one or more to five or more National Qualifications at SCQF level 6C or better and SCQF level 6A or better is mainly in line with the VC. There is an increase in the percentage of young people attaining qualifications at SCQF level 6D or better and 6C or better from 2016-17 to 2018-19. Young people obtaining two or more qualifications at 6C or better and one or more qualification at SCQF 6A or better in 2018-19 was much higher than the VC, and the highest attainment over the five year period from 2014-15 to 2018-19.

■ By S5, at SCQF level 5C or better, there have been improvements in the percentages of young people attaining in one or more to seven or more qualifications from 2017-18 to 2018-19. Most young people attained at this level in one or more qualifications and the majority achieving at this level in two or more, three or more and four or more qualifications. Additionally, at SCQF level 5A or better, there was an improving picture over the same period for young people gaining one or more to six or more qualifications.

■ By S6, the majority of young people attain one or more to four or qualifications at SCQF level 5C or better. There is a decline in the percentage of young people gaining one or more to seven or more qualifications at this level. This was significantly much lower than the VC for one or more to six or more qualifications in 2017-18.

■ By S6, there was a decrease in the percentage of young people gaining one or more to five or more qualifications at SCQF level 6C or better between 2015-16 to 2018-19. This was mainly in line with the VC except for 2017-18 when the school was significantly lower than the VC. At SCQF level 6A or better, the school is in line with the VC for one or more to five or more qualifications over the five year period from 2014-15 to 2018-19.

■ Further broadening of the curriculum should enable the school to support all young people in aligning relevant subject choices and progression with their career aspirations. The school should continue to empower curricular leaders to look outwards, engaging with other establishments, partners and national agencies to seek opportunities for joint working and increase accreditation opportunities for young people. This should ensure that young people's choices in their areas of study are extended and that courses are well matched to their ability and future aspirations to help raise attainment

Overall quality of learners' achievement

■ Young people are developing a wide range of skills in most curricular areas and through their participation in a range of leadership roles A few young people are receiving targeted support through engagement in a range of wider achievement programmes and activities. School coordinated programmes are delivered by partners such as community learning and

development youth services, Active Schools, the local Rotary Club and Police Scotland. The programmes are wide ranging, for example, Jass, charitable work, sports leadership and the school of rugby. Young people participating are increasing in confidence, developing new knowledge and gaining experience of team working which they are applying in wider contexts.

- All S3 young people participate in the YPI. Young people highlighted how they value the opportunity to research the wider community needs and how charities respond to these needs. Young people are developing their research skills, independent, team working and time management skills.

- All S6 pupils take part in either the SQA Leadership Award or in the CARITAS award. In 2019-20 registration and completion rates for CARITAS increased to fifty-eight, representing 75% of the S6 group. The volunteering aspect of the award includes young people contributing to the life of the school and within the community.

- A few members of the Justice and Peace group are trained as peer mentors and are mentoring senior phase students. A Saltire Award recognises their achievement. A few S5 pupils are sports ambassadors. They are leading activities and proactive in developing and promoting sports opportunities and a few are gaining sports leadership awards. Their increased confidence, knowledge and skills are being applied in their role as a sports ambassador.

- A few young people attending field trips such as the visit to the battlefields of France are developing a deeper understanding of history and the impact of major historical events. As a result, they are looking at the world from a different perspective.

- The achievement in A Level and GCSE Polish results over the last five years is strong. Almost all candidates achieved a pass at A Level and almost all achieved A* or A at GCSE.

- A merit system is applied weekly to recognise personal pupil achievement. A junior awards ceremony acknowledges students in S1 and S2 that have most merits. Newsletters, social media and assemblies also recognise wider achievements.

- Senior leaders have introduced a DYW framework which is promoted well within the school. Senior leaders should continue with plans to ensure that the framework is applied consistently by all staff. This should allow young people to better understand and communicate how their developing skills contribute to future learning and career pathways. The schools recognises that its approach to the monitoring and tracking of achievement and skills development through engagement in wider achievement activities requires improvement.

Equity for all learners
- The school has a strong commitment to ensuring equity for all learners. Staff have a good knowledge of young people, their families and personal circumstances. Taking into account the contexts of young people's lives beyond school, they work well to ensure that personal circumstances are not a barrier to achieving positive outcomes. For example, they ensure equity of access to aspects of school life such as wider achievement opportunities.

- Positive Destinations: over the four year period between 2014-15 to 2017-18, almost all young people leaving St Augustine's High School have moved on to an initial positive destination. The percentage moved from being significantly much higher than the VC in 2016-17 to being in line with the VC in 2017-18. In the latest year 2017-18, the initial destination which the highest proportion of leavers moved on to was Further Education.

- Attainment vs Deprivation: 47.8% of young people live in datazones designated in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. There are no significant points to note from average complementary tariff scores and average total tariff scores of leavers or cohorts in terms of attainment vs deprivation or closing the poverty related attainment gap.

- Exclusion levels have declined in recent years and remain below the national average. Senior leaders have allocated the pupil equity fund predominantly on staffing. Staff have worked with targeted pupils and there is evidence of improved attendance, reduced exclusions and successful outcomes for young people. The school community's strong promotion of the PRAISE values and inclusive approaches are contributing to this improvement.

School Empowerment

■ Empowering teachers and practitioners

■ See QI 1.3 for additional evidence.

■ The powerful ethos within St Augustine's High School empowers staff at all levels to take ownership of their role in school improvement. Senior leaders promote a strong culture of empowerment and almost all staff are involved in school improvement groups. They are empowered to lead aspects of school improvement and make decisions. They plan initiatives to raise attainment, achievement and wellbeing of young people.

■ Curriculum leaders empower their faculties to suggest and take forward change. The empowered teachers in turn provide considerable enrichment to the experiences of young people. All staff regard the approachability and integrity of the headteacher as a key aspect of their empowerment.

■ The appointment of development officers is leading to improved outcomes for young people. The development officers are empowered to seek creative initiatives which meet learners' needs. Examples include the development of the community garden, and partnership projects with the Beacon Club and Broomhouse café.

■ Teachers are engaging with GTCS standards as part of the professional review and development process. A professional reading group within the school is encouraging dialogue, reflection, collaboration and sharing of good practice.

■ As well as looking inwards, staff are looking outwards to empower the system. Examples include subject lead teachers for the local authority; an associate for the South East Improvement Collaborative; contributing to local authority subject networks; and engaging with associated primaries where they have jointly agreed literacy and modern languages programmes. In addition, teachers run workshops after school to share practice with primary colleagues in, for example, modern languages.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.