

# Notice of Meeting and Agenda

## Education, Children and Families Committee Sub-Committee on Standards for Children and Families

**2.30 pm, Monday 9 June 2014**

Dean of Guild Room, City Chambers, High Street, Edinburgh

This is a public meeting and members of the public are welcome to attend.

### Contact

Susan Weir – Committee Services

Email: [susan.weir@edinburgh.gov.uk](mailto:susan.weir@edinburgh.gov.uk)

Tel: 0131 529 4107

## **1. Order of business**

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- 1.1 Including any notices of motion and any other items of business submitted as urgent for consideration at the meeting.

## **2. Declaration of interests**

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- 2.1 Members should declare any financial and non-financial interests they have in the items of business for consideration, identifying the nature of their interest.

## **3. Minutes**

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- 3.1 Sub-Committee on Standards for Children and Families 10 February 2014 (circulated) – submitted for approval as a correct record.

## **4. Protocols**

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- 4.1 Protocols for the Conduct of the Sub-Committee on Standards for Children and Families (circulated).

## **5. Inspection Reports**

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- 5.1 Liberton High School – Inspection – report by the Director of Children and Families (circulated).

(Councillors Austin Hart, Bridgman, Burgess, Bill Cook, Nick Cook, Orr, Perry, Robson, Rose and Walker invited for ward/catchment interest)

- 5.2 Inspection of the Learning Community Surrounding Liberton High School – report by the Director of Children and Families (circulated).

(Councillors Austin Hart, Bridgman, Burgess, Bill Cook, Nick Cook, Orr, Perry, Robson, Rose and Walker invited for ward/catchment interest)

- 5.3 Trinity Academy – Inspection – report by the Director of Children and Families (circulated).

(Councillors Bagshaw, Barrie, Blacklock, Booth, Brock, Cardownie, Chapman, Day, Gardner, Hinds, Jackson, McVey, Munro and Whyte invited for ward/catchment interest)

- 5.4 Inspection of the Learning Community Surrounding Trinity Academy – report by the Director of Children and Families (circulated).

(Councillors Bagshaw, Barrie, Blacklock, Booth, Brock, Cardownie, Chapman, Day, Gardner, Hinds, Jackson, McVey, Munro and Whyte invited for ward/catchment interest)

- 5.5 Cowgate Under 5s Centre – Pre-School Inspection – report by the Director of Children and Families (circulated)

(Councillors Doran, Mowat and Rankin invited for ward interest)

## **6. Inspection Follow Through Reports**

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- 6.1 Pilrig Park School – Inspection Follow Through – report by the Director of Children and Families (circulated).

- 6.2 St Thomas of Aquins RC High School – Inspection Follow Through – report by the Director of Children and Families (circulated).

## **Carol Campbell**

Head of Legal, Risk and Compliance

### **Committee Members**

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Councillors Godzik (Convener), Aitken, Child, Fullerton, Lewis, Main, Paterson and Redpath, and Mr A C Duncan (Religious Representative)

Members are reminded that they may appoint substitutes.

### **School representatives invited**

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#### 2.30 pm – Liberton High School

Stephen Kelly, Head Teacher  
Parent Representative

#### 3.00 pm – Learning Community Surrounding Liberton High School

Dinah Pountain, Community Learning and Development Manager  
Douglas Jeffrey, Senior Community Learning and Development Worker

#### 3.30 pm – Trinity Academy

Alec Morris, Head Teacher  
Parent Representative

#### 4.00 pm – Learning Community Surrounding Trinity Academy

Rab Byfield, Community Learning and Development Manager

#### 4.30 pm – Cowgate Under 5s Centre

Lynn McNair, Head Teacher  
Parent Representative

### **Information about the Sub-Committee on Standards for Children and Families**

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The Sub-Committee on Standards for Children and Families consists of 8 Councillors and a religious representative of the Education, Children and Families Committee.

The Sub-Committee on Standards for Children and Families usually meets in the City Chambers on the High Street in Edinburgh. The meeting is open to members of the public.

## Further information

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If you have any questions about the agenda or meeting arrangements, please contact Susan Weir, Committee Services, City of Edinburgh Council, Business Centre 2.1, Waverley Court, East Market Street, Edinburgh; Tel 0131 529 4107; Email [susan.weir@edinburgh.gov.uk](mailto:susan.weir@edinburgh.gov.uk)

A copy of the agenda and papers for this meeting will be available for inspection prior to the meeting at the main reception office, City Chambers, High Street, Edinburgh.

The agenda, minutes and public reports for this meeting and all the main Council committees can be viewed online by going to [www.edinburgh.gov.uk/cpol](http://www.edinburgh.gov.uk/cpol).

## Education, Children and Families Committee Sub-Committee on Standards for Children and Families

**2.00pm, Monday 10 February 2014**

**Present:-** Councillors Godzik (Convener), Aitken, Child, Fullerton, Lewis, Main, Mowat (substituting for Councillor Paterson) and Redpath; and Ms Marie Allan (Religious Representative, substituting for Mr A C Duncan)

**Also:-** Councillor Bill Cook (for item 4)

### **Non-Members Attending:**

#### **Castleview Primary School and Nursery Class**

Mr Greg Dimeck, Head Teacher  
Ms Marlowe Kelbie, Parent Representative

#### **Abbeyhill Primary School and Nursery Class**

Ms Sandra Stewart, Acting Head Teacher  
Mr Chris Byrne, Parent Representative

#### **Liberton Primary School and Nursery Class**

Mr Paul Ewing, Head Teacher  
Mr Mark O'Donnell, Parent Representative

#### **St Peter's RC Primary School and Nursery Class**

Ms Kathleen Nazarian, Head Teacher  
Ms Morag Jamieson, Depute Head teacher  
Ms Michelle Thomson, Parent Representative

### **1. Protocols for the Conduct of Meetings of the Sub-Committee on Standards for Children and Families**

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The Council reviewed and agreed revised political management arrangements on 24 October 2013. As part of the review, the number of Sub-Committees on Standards for Children and Families was reduced from five to one, and would meet four times per year.

Revised protocols for the Sub-Committee on Standards for Children and Families were submitted. The protocols had been revised to allow 30 minutes for consideration and discussion of inspection reports where staff and parents/carers from establishments had been invited to attend the Sub-Committee. For pre-school establishments however, the time allocated for consideration and discussion would generally be 20 minutes.

### **Decision**

To approve the revised protocols.

(References – Act of Council No. 12 of 24 October 2013; revised protocols by the Director of Children and Families, submitted)

## **2. Castleview Primary School and Nursery Class – Inspection**

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Details were provided of an inspection which had been carried out by Education Scotland at Castleview Primary School and Nursery Class. A letter dated 17 September 2013 had been sent to parents/carers on the outcomes of the inspection and the evaluations on how well the school was doing.

The Head Teacher and a parent representative were heard on the inspection process and the areas agreed with Education Scotland to continue to improve the school and nursery class.

### **Decision**

- 1) To note the findings of the report including the areas where the education authority and the school would continue to improve the school and nursery class.
- 2) To agree to receive an authority inspection follow through report.
- 3) To congratulate staff, pupils and parents on the report.

(Reference – report by the Director of Children and Families, submitted).

## **3. Abbeyhill Primary School and Nursery Class – Inspection**

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Details were provided of an inspection which had been carried out by Education Scotland at Abbeyhill Primary School and Nursery Class. A letter dated 26 November 2013 had been sent to parents/carers on the outcomes of the inspection and the evaluations on how well the school was doing.

The Acting Head Teacher and a parent representative were heard on the inspection process and the areas agreed with Education Scotland to continue to improve the school and nursery class.

### **Decision**

- 1) To note the findings of the report including the areas where the education authority and the school would continue to improve the school and nursery class.
- 2) To agree to receive an authority inspection follow through report.  
(Reference – report by the Director of Children and Families, submitted).

#### **4. Liberton Primary School and Nursery Class - Inspection**

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Details were provided of an inspection which had been carried out by Education Scotland at Liberton Primary School and Nursery Class. A letter dated 29 October 2013 had been sent to parents/carers on the outcomes of the inspection and the evaluations on how well the school was doing.

The Head Teacher and a parent representative were heard on the inspection process and the areas agreed with Education Scotland to continue to improve the school and nursery class.

Councillor Bill Cook (local ward member) was heard in support of the work being undertaken by the school.

##### **Decision**

- 1) To note the findings of the report including the areas where the education authority and the school would continue to improve the school and nursery class.
- 2) To agree to receive an authority inspection follow through report.  
(Reference – report by the Director of Children and Families, submitted)

#### **5. St Peter's RC Primary School and Nursery Class - Inspection**

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Details were provided of the inspection which had been carried out by Education Scotland at St Peter's RC Primary School and Nursery Class. A letter dated 26 November 2013 had been sent to parents/carers on the outcomes of the inspection and the evaluations on how well the school was doing.

The Head Teacher, Depute Head Teacher and a parent representative were heard on the inspection process and the areas agreed with Education Scotland to continue to improve the school and nursery class.

##### **Decision**

- 1) To note the findings of the report including the areas where the education authority and the school would continue to improve the school and nursery class.
- 2) To agree to receive an authority inspection follow through report.  
(Reference – report by the Director of Children and Families, submitted).

## 6. St Catherine's RC Primary School – Inspection Follow Through

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A report on the quality of education in St Catherine's RC Primary School was published in August 2011. Subsequently, the school with support from the education authority ensured the school improvement plan took account of the findings of the inspection.

The education authority had recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement.

### Decision

- 1) To note the progress made to date from the original inspection in 2011.
- 2) To note the education authority would not publish further reports in connection with the 2011 inspection report.

(Reference – report by the Director of Children and Families, submitted).

## 7. St Mark's RC Primary School – Inspection Follow Through

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A report on the quality of education in St Mark's RC Primary School was published in June 2010. The school with support from the education authority amended the school improvement plan to take account of the findings of the inspection. Further progress reports were published in August 2011 and September 2012.

The education authority had recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement.

### Decision

- 1) To note the progress made to date from the original inspection in May 2010.
- 2) To note the education authority would not publish further reports in connection with the 2010 inspection report.

(Reference – report by the Director of Children and Families, submitted).

## 8. Duddingston Primary School – Inspection Follow Through

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A report on the quality of education in Duddingston Primary School was published in May 2012. Subsequently, the school with support from the education authority ensured the school improvement plan took account of the findings of the inspection.

The education authority had recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement.

### Decision

- 1) To note the progress made to date from the original inspection in March 2012.

- 2) To note the education authority would not publish further reports in connection with the 2012 inspection report.

(Reference – report by the Director of Children and Families, submitted).

## 9. Broughton High School – Inspection Follow Through

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A report on the quality of education in Broughton High School was published in September 2011. Subsequently, the school with support from the education authority ensured the school improvement plan took account of the findings of the inspection.

The education authority had recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement.

### Decision

- 1) To note the progress made to date from the original inspection in June 2011.
- 2) To note the education authority would not publish further reports in connection with the 2011 inspection report.

(Reference – report by the Director of Children and Families, submitted).

## 10. Balerno Community School – Inspection Follow Through

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A report on the quality of education in Balerno Community High School was published in December 2011. Subsequently, the school with support from the education authority amended the school improvement plan to take account of the findings of the inspection.

The education authority had recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement.

### Decision

- 1) To note the progress made to date from the original inspection in October 2011.
- 2) To note the education authority would not publish further reports in connection with the 2011 inspection report.

(Reference – report by the Director of Children and Families, submitted).

## 11. Edinburgh Secure Services – Inspection Follow Through

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A report on the quality of education in Edinburgh Secure Services was published in June 2011. Subsequently, the school with support from the education authority amended the school improvement plan took account of the findings of the inspection.

The education authority had recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement.

## **Decision**

- 1) To note the progress made to date from the original inspection in June 2011.
- 2) To note the education authority would not publish further reports in connection with the 2011 inspection report.

(Reference – report by the Director of Children and Families, submitted).

## **PROTOCOLS FOR THE CONDUCT OF THE SUB-COMMITTEE ON STANDARDS FOR CHILDREN AND FAMILIES**

Item No. 4.1

Through its meetings, the aim of the Sub-Committee on Standards for Children and Families is to provide a high quality experience for staff, parents or carers, officers, members of the community and Sub-Committee members and to ensure that the work of the Sub-Committee is seen in the context of the wider support and challenge process.

- The Convener of the Sub-Committee will provide a high quality experience by ensuring that agenda items run to agreed times. That is, normally and unless agreed otherwise, 30 minutes for each agenda item (pre-school generally 20 minutes), where establishment staff, parents or carers, or members of management committees, voluntary organisations or members of the community have been invited to attend.
- There will be a maximum of three attendees for each agenda item.
- In the case of a school or pre-five establishment, the head teacher or manager and two others, at least one of whom should be a parent/carer representative will be invited to attend the Sub-Committee; also the Chair of the Parent Council where appropriate.
- In the case of a secure unit or a young people's centre, the manager and two others will be invited to attend.
- In the case of a community learning and development centre, the community learning and development worker will be invited along with two others, one of whom should be the chair of the management committee. In the case of community learning and development teams, the senior community learning and development worker and two others will be invited to attend.
- In the case of a voluntary organisation, up to three representatives will be invited to attend.
- Invitations to attend will be issued in good time.
- Meetings will be cancelled only in exceptional circumstances.
- Attendees will be invited as appropriate, and will be briefed on procedures, through written guidelines, and verbally as required.
- Requests for deputations must be referred for consideration to the Education, Children and Families Committee.

- Sub-Committees will have the opportunity to have a briefing from the officials ahead of the start of the meeting.
- On arrival, visitors will be met, shown to a suitable waiting area and given information on how long they can expect to wait.
- The setting of the Sub-Committee will be organised to ensure that it is as welcoming as possible.
- The Director's representative will provide a thorough briefing to the Sub-Committee.
- Following introduction, the council official will summarise the strengths and areas for development within the report. The invitees will be invited to speak briefly to the report, focusing on sharing their plans for improvement and also describing the experience of inspection/review. Any local elected member(s) in attendance will also be invited to express his or her own views.
- The Chair will then invite questions from members of the Sub-Committee, based on the contents of the report and the comments of invited guests. The aim throughout will be to maintain a focused and high quality dialogue about the process and the contents of the report being presented, carried out in the context of support and challenge.
- Any issues raised from the report during the meeting which require further action will be highlighted and action agreed.
- Finally, the chair will draw the item to a conclusion, provide an appropriate summing up, and thanks to all those involved in the process.
- Following the meeting, appropriate letters will be issued to head teachers or managers summarising the conclusions of the meeting and highlighting positive aspects of the report/review.
- The Sub-Committee may request additional follow-up reports.
- The Sub-Committee minutes will normally be submitted to the next scheduled Sub-Committee meeting for approval. A decision requiring a major change in policy, or the allocation of additional (unbudgeted) funding, will be referred to the Education, Children and Families Committee for approval.

## **Additional Information on Education Scotland/HMIE visits.**

HMIE is now part of Education Scotland. Education Scotland schedule a series of visits to schools and establishments each academic session. As schools continue to improve self-evaluation (ie. knowing themselves well and having greater capacity for improvement) the need for external review has been reduced. Education Scotland have therefore moved to a more proportionate approach. Previously schools were inspected as part of the generational cycle which for primary schools was every 7 years and for secondary schools every 6 years. This is no longer the case and the number of inspections being undertaken over an academic session has been reduced.

Currently, the City of Edinburgh Quality Improvement team undertake a follow through visit led by Quality Improvement staff which results in a report within 2 years of the initial Education Scotland inspection. If Education Scotland do not disengage from the school following inspection but plan to return either within 1 or 2 years, this would replace the follow through report by the local authority.

Local authority follow through reports are brought to the education, children and families standards sub-committee however the attendance of the Headteacher is not required unless an elected member wishes to specifically request the attendance of the Headteacher.

### **Education Scotland reports**

These are now in letter form and in parent friendly language. They are structured under 3 main questions;

- How well do children/young people learn and achieve?
- How well does the school support children/young people to develop and learn?
- How well does the school improve the quality of its work?

In addition, the school receive evaluation grades on a 6 point scale for **5 quality indicators**:

- 1.1 Improvements in performance
- 2.1 Learners' experiences
- 5.3 Meeting learners' needs
- 5.1 Curriculum
- 5.9 Self-evaluation

In primary schools where they have a nursery provision, there will be separate evaluations for nursery for 1.1, 2.1 and 5.3

The **6 point scale** is as follows:

<b>Grade</b>	<b>Evaluation</b>
6	Excellent
5	Very Good
4	Good
3	Satisfactory
2	Weak
1	Unsatisfactory

In the last paragraph of the report, Education Scotland will indicate if they will continue engagement with the school. This can be through a further visit with 1 or 2 years or further engagement through the Education Scotland Area Lead Officer who will work with the Quality Improvement Team to secure further improvements.

### **How well do children/young people learn and achieve?**

This question focuses on attainment and achievement, including comments regarding progress of learners' in literacy and numeracy, the quality of learning and teaching including the involvement of pupils as active participants in their learning, and how children and young people are involved in planning and discussing their own learning. It will also focus on how children and young people are supported to develop their leadership skills.

### **How well does the school support children/young people to develop and learn?**

This question focuses on meeting the needs of all children including those children and young people with additional support needs and on pastoral support. It also focuses on the curriculum; both curriculum planning at a strategic level and the quality of programmes and courses. It will also focus on how well learning and teaching approaches meet pupils' needs through eg. the pace and challenge of learning and how the planning of learning experiences allows learners to learn in different ways through different activities and approaches.

### **How well does the school improve the quality of its work?**

This question focuses on leadership, quality assurance and self-evaluation. It will focus on how well a school's self-evaluation is leading to improvement, the development of leadership of staff, the effective engagement with a range of partners including parents and the school's capacity to improve further.

Karen Prophet  
Senior Education Manager (Schools, Quality & Curriculum)  
February 2014

# Education, Children and Families Committee

## Sub-committee on Standards for Children and Families

2 pm, Monday, 9 June 2014

### Secondary School Inspection at Liberton High School

<b>Item number</b>	5.1
<b>Report number</b>	
<b>Wards</b>	Ward 15: Southside/Newington Ward 16: Liberton/Gilmerton Ward 17: Portobello/Craigmillar

#### Links

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<b>Coalition pledges</b>	PO5
<b>Council outcomes</b>	CO2
<b>Single Outcome Agreement</b>	SO3

#### Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Schools, Quality and Curriculum)

E-mail: [Karen.prophet@edinburgh.gov.uk](mailto:Karen.prophet@edinburgh.gov.uk) | Tel: 0131 469 3048

# Executive summary

## Secondary School Inspection at Liberton High School

### Summary

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- Members should be aware that Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.
- Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.
- This letter (Appendix 1) and evaluations (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

### Recommendations

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The Sub-committee is requested to:

- note the findings of the report including the areas where the education authority and the school should continue to improve the school; and
- receive an authority inspection follow through report.

### Measures of success

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The report identified the following key strengths:

- improved school ethos;
- coordinated support for young people requiring additional help in their learning;
- young people's achievements across an increasing range of opportunities, well supported by partnership working; and
- the headteacher's positive start in setting a new direction for the school.

## Financial impact

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There are no financial implications contained in the ES report.

## Equalities impact

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There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

## Sustainability impact

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None.

## Consultation and engagement

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Parents, pupils and staff completed an ES questionnaire prior to the inspection.

## Background reading / external references

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<http://www.educationscotland.gov.uk/inspectionandreview/reports>

## Gillian Tee

Director of Children and Families

## Links

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<b>Coalition pledges</b>	PO5
<b>Council outcomes</b>	CO2
<b>Single Outcome Agreement</b>	SO3
<b>Appendices</b>	1. Inspection letter to parent/carer 2. Evaluations

25 March 2014

Dear Parent/Carer

**Liberton High School  
The City of Edinburgh Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and young people and worked closely with the headteacher and staff. We wanted to find out how well young people are learning and achieving and how well the school supports young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the impact of its work with partners, its approach to enhancing leadership and the steps it has taken to address inconsistencies in learning and teaching. As a result, we were able to find out how good the school is at improving young people's education.

**How well do young people learn and achieve?**

Most young people are well behaved and engage positively in their learning. They work well with each other in pairs and groups, listen well and share ideas. A few young people are not engaged well enough in their learning. While stimulating high quality learning is in evidence, such good practice is not yet sufficiently widespread across the school. Teachers ensure that young people understand the purpose of the activities in lessons, but young people do not yet have a clear enough understanding of their strengths and next steps in relation to their learning. We have asked teachers to provide more regular and detailed feedback to young people about their work, and to continue to raise expectations of what young people can do and achieve. Young people's learning experiences are meaningfully extended through trips to places of interest and other opportunities such as outdoor residential excursions. Through effective links with Edinburgh University, young people are gradually raising their aspirations of possible options beyond school. The revised pupil council has given young people more influence in bringing about school improvements. Subject departments are gathering and responding to the views of young people about their learning more regularly. Young people have a positive view of the school and the improving quality of their learning and relationships.

Young people at all stages are achieving well across the wide and increasing range of opportunities provided. Commendably, the school has identified those young people who do not participate in any out-of-class learning, and is taking action to ensure they all get involved, with the aim of increasing their personal achievements. All of S1 are engaged in the Junior Award Scheme for Scotland. Other groups take part in outdoor activities as part of their involvement in the Duke of Edinburgh's Award Scheme and

the John Muir Award. Through involvement in Neighbourhood Partnership and with West Edinburgh Action team, young people are supporting the long-term unemployed in developing their technology skills. Musicals, dance and talent shows develop young people's confidence and performance skills and encourage their appreciation of the performing arts. Young people benefit from very good opportunities for leadership, volunteering, work experience and sport. Some young people in S5 and S6 act as peer educators for those in S2 as part of the 'Cool, Calm and Connected' programme, which is supporting young people's mental health. Young people are gaining valuable skills for learning, life and work through these experiences. The school does not yet have a clear enough view of young people's progress from S1 to S3, including their progress in literacy and numeracy. The school's performance in a few of the key national measures of attainment, mainly at S5, has been improving. In S6, almost all young people presented for Advanced Highers achieve success. Over the last two years, increasing numbers of young people have gone on to a positive destination on leaving school, including further study, employment or training. Overall, levels of attainment from S4 to S6 are not yet high enough. From S4 to S6, performance in national examinations is notably poorer than in schools serving young people with similar needs and from similar backgrounds and below national averages. There are very few improving trends in subjects. Staff have recognised the need for improvement and are taking a number of important steps aimed at raising attainment.

### **How well does the school support young people to develop and learn?**

The curriculum supports young people to learn and develop well. Courses from S1 to S3 are based on Curriculum for Excellence guidance. Staff are continuing to evaluate and develop the curriculum at these stages. They are working to improve courses and programmes to ensure young people's experiences prepare them for S4 and beyond. There are a number of useful changes already planned for next session including more time for learning in modern languages. Young people develop their citizenship, enterprise and employability skills through well-planned opportunities such as the Christmas art project. They are able to make links across different areas of their learning through a range of projects on themes such as the Holocaust memorial, the Edinburgh Food bank project and the Commonwealth Games. The approach taken here should be further developed to provide young people with more challenge in their learning. Young people also need a more consistent approach to developing their literacy and numeracy skills across all curricular areas. Young people in S5 and S6 select their courses from a good range of options from Intermediate 1 to Advanced Higher levels. Young people's health and wellbeing is very well supported through the allocation of time for physical education in line with national recommendations and this is further extended to all young people in S5 and S6. A small number of young people in the senior school take part in the South East Scotland Academies Partnership and commit to attending courses outwith school, mainly in the evenings, at Edinburgh College and Queen Margaret University. This is helping to build their confidence and improve their skills for work.

In a few lessons, teachers use a good range of teaching methods to meet the needs of a wide range of young people. In these lessons, teachers adapt their questioning and the tasks given to provide an appropriate level of support and challenge for all young people. Teachers now need to adopt such good practice more regularly across the school. In the best lessons, open-ended tasks allow young people to engage in

appropriately challenging problem-solving activities. Young people with significant social and emotional needs are provided with a comprehensive range of support. Individualised support packages enable young people to remain in school and the local community. Staff work hard together and are committed to meeting the needs of all learners. Reliable systems and processes are in place to identify young people's needs and provide appropriate advice for class teachers. Commendably, a Young Carers group has recently been set up to ensure more consistent approaches to providing them with support. The school needs to build the skills and knowledge of all staff further to help them support young people who require additional help in their learning. It also needs to review the range of additional support programmes for young people experiencing difficulties. The school needs to continue to develop the skills of staff in managing young people's behaviour in lessons.

### **How well does the school improve the quality of its work?**

The school has recently redesigned, with some success, its approaches to improving its work. Many staff demonstrate a commitment to reflecting on their practice by being members of the various teacher learning communities across the school, where they share practice and lead learning opportunities for other staff. This work is not yet leading to enough improvement in young people's learning experiences across the school. The school's approach to tracking and monitoring young people's progress at the senior stages has improved. Young people who are not attaining in line with predictions are identified at an early stage and appropriate support is put in place to help them address aspects of underachievement. The school has yet to put in place a reliable process for tracking young people's progress from S1 to S3 to ensure they attain as highly as possible. Parents and young people have been regularly consulted by the school on their views about the school's work. Staff take part in business breakfasts to enhance their skills and develop their practice. Subject departments now all have a range of activities aimed at identifying strengths in their work and aspects for improvement. These activities require to be more focussed on improving the quality of learning and teaching. The headteacher has led the new approach to self-evaluation and improving the quality of the curriculum well. There have been some early signs of improvement such as attendance and more positive, encouraging and supportive relationships. Overall, it is too early for many of these revised approaches to have led to improvements in young people's learning experiences and achievements.

This inspection found the following key strengths.

- Improved school ethos.
- Coordinated support for young people requiring additional help in their learning.
- Young people's achievements across an increasing range of opportunities, well supported by partnership working.
- The headteacher's positive start in setting a new direction for the school.

We discussed with staff and the City of Edinburgh Council how they might continue to improve the school. This is what we agreed with them.

- Ensure young people benefit from high-quality learning experiences in all lessons and have their learning needs consistently well met across the school.

- Continue to build young people's confidence in identifying their own strengths and next steps through regular high-quality feedback.
- Increase expectations of what young people can achieve.
- Improve attainment at all stages.

### **What happens at the end of the inspection?**

Our Area Lead Officer will work with the City of Edinburgh Council to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the school has improved within one year of the publication of this letter. Depending on the outcome, we will then decide whether we will carry out a further inspection.

Donald A. Macleod  
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/LibertonHighSchoolEdinburghCity.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>1</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Liberton High School.

<b>Improvements in performance</b>	<b>satisfactory</b>
<b>Learners' experiences</b>	<b>satisfactory</b>
<b>Meeting learning needs</b>	<b>satisfactory</b>

We also evaluated the following aspects of the work of the school.

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>satisfactory</b>

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/LibertonHighSchoolEdinburghCity.asp>

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<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf). Please note that the term "adequate" in the document has been replaced with "satisfactory".

# Education, Children and Families Committee

## Sub-committee on Standards for Children and Families

2 pm, Monday, 9 June 2014

### Inspection of the learning community surrounding Liberton High School

#### Links

<b>Item number</b>	5.2
<b>Report number</b>	
<b>Wards</b>	Ward 15: Southside/Newington Ward 16: Liberton/Gilmerton Ward 17: Portobello/Craigmillar
<b>Coalition pledges</b>	PO5
<b>Council outcomes</b>	CO2
<b>Single Outcome Agreement</b>	SO3

#### **Gillian Tee**

Director of Children and Families

Contact: David Bruce, Senior Education Manager (Community Services)

E-mail: [david.bruce2@edinburgh.gov.uk](mailto:david.bruce2@edinburgh.gov.uk) | Tel: 0131 469 3795

# Executive summary

## Inspection of the learning community surrounding Liberton High School

### Summary

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- The publication in 2012 of the Strategic Guidance for Community Planning Partnerships: Community Learning and Development moved the focus of Learning Community Inspections to two key drivers:
  - improved life chances for people of all ages, through learning, personal development and active citizenship; and
  - stronger, more resilient, supportive, influential and inclusive communities

The guidance provides a clear statement that the purpose of community learning and development (CLD) is to empower people, individually and collectively, to make positive changes in their lives and in their communities through learning. The inspection of learning communities replaced the inspection of local authority community learning and development services in 2008.

- This approach was designed to better recognise the increased integrated partnership working between departments in local authorities, and with other agencies and organisations. Inspection reports evaluate learning community provision from all agencies and organisations, including schools and the voluntary sector. CLD lead the Learning Community inspection but the process places a strong emphasis on partners' joint self-evaluation through their use of appropriate quality frameworks including 'How good is our community learning and development? 2' (2006).
- A Learning Community seeks to address the learning needs of its locality through partnership. It uses the strengths of institutions, public, private and voluntary services, and community groups to enable children, young people and adults to achieve to their full potential. Learning communities use learning to build community capacity, to promote social cohesion, social inclusion, regeneration and economic development.
- Concurrently with inspections of all non-denominational secondary schools, a team will inspect and report on the impacts and outcomes in the Learning Community. Within the scope of the 2012 national Strategic Guidance, this will include approaches to prevention and early intervention, family learning, skills development work in community settings and work to improve literacy, numeracy and health and wellbeing. There is a focus on CLD partners' contribution to Curriculum for Excellence in relation to both broad general education and the senior phase. The Learning Community is defined by the catchment area of a

secondary school. A separate, but concurrent report, is produced for the learning community.

- The inspection process also provides Education Scotland with the opportunity to gather evidence on the implementation of the Strategic Guidance across local authorities, collate and compare CLD (Learning Community) inspection reports for all communities across Scotland. These inspections take account of the contributions made to these communities by CLD, 3<sup>rd</sup> sector partners, specialist provision, early years, schools and other council services.
- This report (Appendix 1) and evaluations (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

## Recommendations

---

The Sub-committee is requested to:

- note the findings of the report including the areas where the education authority and the community learning and development partners should continue to improve the learning community.

## Measures of success

---

The report identified the following key strengths:

- effective parenting programmes which focus on prevention and early intervention;
- neighbourhood partnerships that increase life chances; and
- strong partnerships are increasingly supporting young people to progress into positive destinations through Activity Agreements.

## Financial impact

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There are no financial implications contained in the ES report.

## Equalities impact

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There are considered to be no infringements on the rights of the child.

Tracking of participant performance by gender, Black Minority Ethnic (BME) and disability is undertaken at community level and there are no adverse impacts.

## Sustainability impact

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None.

## Consultation and engagement

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All Stakeholders contribute to a Learning Community Self Evaluation that is submitted to inspection team. Participants/staff are engaged by inspectors at service delivery and all contributions are noted and fed into the Inspection process.

## Background reading / external references

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<http://www.educationscotland.gov.uk/inspectionandreview/reports>

### Gillian Tee

Director of Children and Families

### Links

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<b>Coalition pledges</b>	PO5
<b>Council outcomes</b>	CO2
<b>Single Outcome Agreement</b>	SO3
<b>Appendices</b>	1. Inspection report 2. Evaluations

**Inspection of the learning community  
surrounding Liberton High School  
The City of Edinburgh Council  
11 March 2014**

## 1. Context

Community learning and development (CLD) partners within the area of Liberton High School were inspected by Education Scotland during January 2014. During the visit Education Scotland staff talked to children, young people and adults. We worked closely with local CLD managers, CLD providers, partners, paid staff and volunteers. We wanted to find out how well partners are improving the life chances of people living in the community through learning, building stronger more resilient communities and improving the quality of services and provision. We also looked at how well, paid staff and volunteers are developing their own practices and how well partners, including schools are working together. We looked at some particular aspects of recent work which were identified by partners including:

- empowering communities;
- work with parents, including family learning; and
- widening achievement and progression to positive destinations for young people.

## 2. How well are partners improving learning, increasing life chances, promoting and securing wellbeing?

Liberton Learning Community partners have a good knowledge of the needs of the learning community area. The adoption of a “Team around the Cluster” approach by the Children’s Services Management Group (CSMG) is helping take forward the “Getting It Right for Every Child” (GIRFEC) agenda. This is resulting in improved outcomes for children and young people. Partners are making better use of data to set targets and plan to improve learning. The Liberton Gilmerton Neighbourhood partnership (LGNP) has well-developed processes to analyse data and monitor these against outcomes. LGNP regularly reports progress against set targets to both its board and the public. There is some good targeting of priority groups such as parents in need of support, young people, and English for speakers of other languages (ESOL) learners. The “*Youth Talk*” initiative has been effective in engaging with young people locally. The CLD service is improving the use of performance information to track learners. All S1 pupils at Liberton High School are progressing well with regard to the Junior Award Scheme Scotland (JASS) having all completed the Adventure Section. Twenty Five young people have completed the Sports Leadership Award. As a result of coaching qualifications gained young people are progressing to paid employment. Young people from Liberton High School regularly volunteer in the local community. The impact of volunteering across the learning community could be better captured. Further work is needed to gather and interpret trend information in youth work and adult learning. Outwith school there is scope to further increase accreditation opportunities for young people.

Well-coordinated parenting opportunities and programmes such as Baby Massage, Parents Early Education Partnership (PEEP), Parent and Toddlers, and Raising Children with Confidence are on offer locally. These programmes are helping to increase the skills of parents and is improving communication with their children. Targeted family learning in local primary schools is resulting in increased engagement by parents with the school. As a result of effective Post-16 learning and employability support young people are developing increasing confidence and

self-esteem. The area has one of the highest levels of youth unemployment in the city. As a result positive post school destinations are low in number. However the Gracemount Activity Agreement Hub increasingly supports young people to progress into positive destinations. There is need to continue to build on this good practice to ensure figures improve. Post-school transition planning with Liberton High School is structured. High quality partnership working between the CLD youth worker and Liberton High School supports young people with additional support needs to be active participants. Young people benefit from wider achievement opportunities such as the JASS and PX2 programmes. Dunedin Canmore Youth Projects steering group has a clear understanding of impacts and outcomes. As a result, young people attending the Gracemount Activity Agreement Hub are better able to articulate their own needs, learning outcomes and achievements. Young people are actively engaged in local decision making through groups such as LGNP “Youth Talk” and Liberton High School pupil council.

A wide range of local community projects offer very good opportunities for adults, including older residents, to reduce isolation and maintain positive health and wellbeing in the community. Adult learners apply improved literacy and numeracy skills in other parts of their daily lives. Quality learning opportunities are increasing the integration of adults and children with ESOL in the community. ESOL learners are gaining in confidence, speaking English more fluently and progressing to further training or employment. Older learners enjoy better use of social media as a result of improved information technology (IT) skills. Few fathers are accessing local parenting and family learning opportunities. Junior youth club programmes could articulate better with Curriculum for Excellence.

Community groups are active with confident and skilled representatives. Committed volunteers operating within community centre management groups impact positively on the community. They deliver inclusive services that positively impact on lives. Moredun Community Centre delivers much valued services for the elderly and local community at little additional cost to the Council. In addition to addressing social isolation they have been successful in addressing local concerns regarding community policing. Community groups are ambitious for the area and are working to create new developments to meet more community needs. Cameron House Community Centre and the Prestonfield in Bloom Gardening Club are working to improve the local environment through the creation of a community orchard. Participants in the Gilmerton Neighbourhood Forum successfully campaigned to improve road safety at a local street junction. Gilmerton Community Centre Management Committee fund, and staff a group for adults with additional support needs. Members of the recently established Inch and Gilmerton Community Council are enthusiastic and inclusive.

LGNP is well organised. It builds effectively on existing structures from the previous South Edinburgh Partnership. Good arrangements are in place for engaging with the local community. The “*Youth Talk*” initiative organised through LGNP is making a strong contribution to involving young people in the design and delivery of local services. Over 600 young people from local high schools were initially canvassed. As a result, groups of young people have led and organised litter picks in the area to improve the environment. Youth providers report that young people are now viewed much more positively, are more articulate and are taking more responsibility. The

“Moredun on Tour” girls group successfully established Friday night youth work provision locally. The groups’ effort and success was highly commended in the recent City of Edinburgh Council’s Children and Families awards. Networking between local community centre management groups could be improved. Centre management committees are unclear about current agreements they hold with the City of Edinburgh Council. Agreements are not outcome focused. Centre management committees could be more effectively engaged in local neighbourhood planning structures.

### **3. How well are partners working together and improving the quality of services and provision?**

Effective partnership structures operate across the learning community. The LGNP, its subgroups, Liberton High School and the Activity Agreement Hub offer good examples of local partnership working that is making a difference. The “Team around the Cluster” approach is emerging as a useful partnership forum. Through LGNP strong neighbourhood planning structures are in place. Community consultation events such as “Youth Talk” are well supported. Partners are following up on pledges made. CLD staff and partners have good access to training and development. This is helping to improve practice. Staff are well supported by managers to progress their learning and qualifications, in some cases, such as staff from Dunedin Canmore up to degree level. A modern apprenticeship post has been created through the Edinburgh Guarantee. Joint training around GIRFEC is leading to a single child plan and less duplication. CLD staff are using the agreed system for planning and evaluation more consistently and Dunedin Canmore Youth Projects are making good use of self-evaluation.

CLD staff now need to adopt a stronger focus on outcomes that are measurable and achievable. Further work is needed to better develop and embed the national Curriculum for Excellence guidance. This applies to both CLD staff and partners. There is scope to further improve self-evaluation within and across partners. Opportunities for extending learning and developing practice beyond Edinburgh would help to build on existing workforce development. CLD staff’s understanding of national strategic guidance for CLD is not yet fully embedded.

This inspection of learning and development in the learning community surrounding Liberton High School found the following key strengths.

- Effective parenting programmes which focus on prevention and early intervention.
- Neighbourhood partnerships that increase life chances.
- Strong partnerships are increasingly supporting young people to progress into positive destinations through Activity Agreements.

We discussed with partners how they might continue to improve their work. This is what we agreed with them.

- Further develop outcome-focused planning and evaluation with partners.
- Develop a better understanding of national CLD priorities and practice elsewhere.
- Better engage community centres in local neighbourhood planning.

#### **4. What happens at the end of the inspection?**

The inspection team was able to rely on the self-evaluation provided by the learning community. Partners have a good understanding of their strengths and areas for improvement and communities are achieving very well. As a result we have ended the inspection process at this stage.

Stewart Maxwell  
**HM Inspector**  
11 March 2014

Additional inspection evidence, such as details of the quality indicator evaluations, for this learning community can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/communitylearninganddevelopment/LibertonHighSchoolLCEdinburgh.asp>

If you would like to receive this report in a different format, for example, in a translation you can contact the administration team on 01506 600381.

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Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

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Education Scotland

Quality indicators help CLD providers, partners and inspectors to judge what is good and what needs to be improved in the learning community. You can find these quality indicators in the publication *How Good is Our Community Learning and Development?* (HGIOCLD?2). These were revised and updated in 2012. Updated versions can be found at [http://www.educationscotland.gov.uk/Images/LearningCommunitybriefingnote1113\\_tcm4-684959.pdf](http://www.educationscotland.gov.uk/Images/LearningCommunitybriefingnote1113_tcm4-684959.pdf)

Education Scotland evaluates four important quality indicators to help monitor the quality of learning communities across Scotland. Here are the results for the learning community surrounding Liberton High School.

<b>Improvements in performance</b>	<b>good</b>
<b>Impact on participants</b>	<b>very good</b>
<b>Impact on the local community</b>	<b>very good</b>
<b>Improving services</b>	<b>good</b>

This report uses the following word scale to make clear judgments made by inspectors.

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

A copy of the full report is available on the Education Scotland website [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk).

Stewart Maxwell  
HM Inspector  
11 March 2014

# Education, Children and Families Committee

## Sub-committee on Standards for Children and Families

2 pm, Monday, 9 June 2014

### Secondary School Inspection at Trinity Academy

<b>Item number</b>	5.3
<b>Report number</b>	
<b>Wards</b>	Ward 4: Forth Ward 5: Inverleith Ward 12: Leith Walk Ward 13: Leith

#### Links

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<b>Coalition pledges</b>	PO5
<b>Council outcomes</b>	CO2
<b>Single Outcome Agreement</b>	SO3

#### Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Schools, Quality and Curriculum)

E-mail: [Karen.prophet@edinburgh.gov.uk](mailto:Karen.prophet@edinburgh.gov.uk) | Tel: 0131 469 3048

# Executive summary

## Secondary School Inspection at Trinity Academy

### Summary

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- Members should be aware that Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.
- Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.
- This letter (Appendix 1) and evaluations (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

### Recommendations

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The Sub-committee is requested to:

- note the findings of the report including the areas where the education authority and the school should continue to improve the school; and
- receive an authority inspection follow through report.

### Measures of success

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The report identified the following key strengths:

- capable, confident and courteous young people who enjoy positive relationships with staff and each other;
- the wide range of opportunities for young people, including international experiences, to develop skills for life and work; and
- the quality of pastoral support provided for young people.

## Financial impact

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There are no financial implications contained in the ES report.

## Equalities impact

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There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

## Sustainability impact

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None.

## Consultation and engagement

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Parents, pupils and staff completed an ES questionnaire prior to the inspection.

## Background reading / external references

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<http://www.educationscotland.gov.uk/inspectionandreview/reports>

## Gillian Tee

Director of Children and Families

## Links

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<b>Coalition pledges</b>	PO5
<b>Council outcomes</b>	CO2
<b>Single Outcome Agreement</b>	SO3
<b>Appendices</b>	1. Inspection letter to parent/carer 2. Evaluations

11 February 2014

Dear Parent/Carer

**Trinity Academy  
The City of Edinburgh Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and young people and worked closely with the headteacher and staff. We wanted to find out how well young people are learning and achieving and how well the school supports young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the impact of "assertive mentoring", interdisciplinary learning and opportunities for personal achievement, including through international work. As a result, we were able to find out how good the school is at improving young people's education.

**How well do young people learn and achieve?**

Overall, most young people enjoy learning at school and value the range of experiences that help them develop skills for learning, life and work. Relationships in classes are positive and young people feel well supported in their learning. They appreciate the commitment and willingness demonstrated by teachers in offering additional learning opportunities, for example through Trinity Achieves. Where learning is best, young people are actively engaged in their tasks, taking responsibility, and working collaboratively with peers. In some lessons, teachers give young people the opportunity to develop the skills to evaluate their own and each other's work against clear criteria. In a number of departments, young people receive helpful feedback on their learning and this helps them to identify their strengths and areas that they need to develop further. This good practice is building young people's skills as independent learners. There is scope for young people's learning experiences to be of a more consistently high quality across the school.

The school offers a commendable range of learning experiences beyond the classroom. A majority of young people benefit from opportunities provided by the school to achieve high standards across areas of sport, creative arts, citizenship and preparation for work. The school has a wide programme of sports in which young people extend their individual and teamwork performance. Many young people participate in the successful rugby and hockey teams. The teams also used their enterprising skills to raise money to support tours to South Africa and Canada. Many young people demonstrate very good interpersonal skills and have developed their confidence through a range of activities in the local and wider community, including international experiences. As well as local work placements, there are opportunities to

undertake work placements in European countries. This widens young people's horizons for future employment opportunities. A few young people very recently represented the United Kingdom at the Euroscola Conference in Strasbourg. The school's work in international education has been recognised by the British Council awarding Trinity Academy the "International School Award". Many young people perform in music events and enjoyed recent success in performing in the successful Christmas Show. Across the school, young people have a strong commitment to raising significant funds for local and international charities including Lothian SANDS and a school for AIDS orphans in Tanzania. Staff should continue to develop approaches to gathering information about young people's achievements and ensure that all young people have planned opportunities to achieve in an appropriate range of contexts.

The school needs to develop a consistent approach to the collation of information on the progress and attainment of young people from S1 to S3 across all their subjects. There is no overall trend of improvement in the school's performance in external examinations. Across most national measures, the school performs less well than schools which serve young people with similar needs and backgrounds. Assertive mentoring is helping to raise attainment in some measures by the end of S4. The school now needs to take steps to improve attainment from S4 to S6.

### **How well does the school support young people to develop and learn?**

In the majority of lessons we observed, tasks and activities were well matched to the needs of most learners. In some classes, teachers' expectations are suitably high and young people are encouraged and challenged to do their best. In other lessons, learning requires to be matched more closely to young people's needs to ensure greater learner involvement and better progress. Teachers should share with young people consistently higher expectations of what they can achieve. Pastoral staff support young people very effectively. They work very well with other agencies, such as Skills Development Scotland, to improve outcomes for young people. Young people are very well informed about healthy lifestyles and understand their responsibilities for decisions which affect their wellbeing. Arrangements to identify young people requiring additional support ensure all staff are knowledgeable about the learning needs of pupils in their classes. Young people with additional support needs are well supported through targeted work by support for learning teachers and pupil support assistants. This work helps these young people make significant progress in important aspects of their learning. Regular meetings of the Pupil Support Group ensure that an appropriate range of partner agencies are involved in supporting young people to ensure they make suitable progress.

Overall, the school has planned the curriculum to provide a broad and progressive learning experience for young people. Staff from local primary schools and Trinity Academy have worked well together in developing approaches to support young people as they move from primary school. Across S1 to S3, teachers have developed courses taking good account of Curriculum for Excellence guidance. Interdisciplinary learning helps young people make connections in their learning. The curriculum from S4 to S6 provides an appropriate range of options which meets the varied needs of young people. This includes courses at Edinburgh College and work with a range of partner organisations including community learning and development and local

businesses. The school is continuing to develop the curriculum and needs to ensure that all courses provide appropriate challenge and progression for young people to achieve as highly as possible.

### **How well does the school improve the quality of its work?**

The school has a range of approaches to evaluate the quality of its work. Almost all staff are involved in working groups to take forward aspects of school improvement. Teachers' continuing professional learning supports improvements to learning and teaching and staff share their new skills and knowledge well. The school seeks the views of young people and parents to inform improvements but needs to communicate more effectively the actions taken as a result of these views. Senior managers and curriculum leaders observe lessons and provide helpful feedback to teachers. They now need to collate findings and work with staff to ensure a shared understanding of key strengths and aspects for improvement.

This inspection found the following key strengths.

- Capable, confident and courteous young people who enjoy positive relationships with staff and each other.
- The wide range of opportunities for young people, including international experiences, to develop skills for life and work.
- The quality of pastoral support provided for young people.

We discussed with staff and the City of Edinburgh Council how they might continue to improve the school. This is what we agreed with them.

- Further develop the use of self-evaluation evidence to focus on improvements which will have the greatest impact on raising attainment.
- Continue to improve approaches to learning and teaching to provide all young people with appropriately challenging learning activities.
- Continue to develop the curriculum to ensure that all young people can progress in their learning and achieve as highly as possible.

### **What happens at the end of the inspection?**

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. Our Area Lead Officer will discuss with the City of Edinburgh Council, the most appropriate support in order to build capacity for improvement, and will maintain contact to monitor progress. We will return to the school within 18 months of the date of this letter to consider how the school has improved. We will then issue another letter to parents on the extent of these improvements.

Carol McDonald  
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/TrinityAcademyEdinburghCity.asp>

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Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>1</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Trinity Academy.

<b>Improvements in performance</b>	<b>weak</b>
<b>Learners' experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

We also evaluated the following aspects of the work of the school.

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>satisfactory</b>

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/TrinityAcademyEdinburghCity.asp>

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<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf). Please note that the term "adequate" in the document has been replaced with "satisfactory".

# Education, Children and Families Committee

## Sub-committee on Standards for Children and Families

2 pm, Monday, 9 June 2014

### Inspection of the learning community surrounding Trinity Academy

<b>Item number</b>	5.4
<b>Report number</b>	
<b>Wards</b>	Ward 4: Forth Ward 5: Inverleith Ward 12: Leith Walk Ward 13: Leith

#### Links

<b>Coalition pledges</b>	PO5
<b>Council outcomes</b>	CO2
<b>Single Outcome Agreement</b>	SO3

#### Gillian Tee

Director of Children and Families

Contact: David Bruce, Senior Education Manager (Community Services)

E-mail: [david.bruce2@edinburgh.gov.uk](mailto:david.bruce2@edinburgh.gov.uk) | Tel: 0131 469 3795

# Executive summary

## Inspection of the learning community surrounding Trinity Academy

### Summary

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- The publication in 2012 of the Strategic Guidance for Community Planning Partnerships: Community Learning and Development moved the focus of Learning Community Inspections to two key drivers:
  - improved life chances for people of all ages, through learning, personal development and active citizenship; and
  - stronger, more resilient, supportive, influential and inclusive communities

The guidance provides a clear statement that the purpose of community learning and development (CLD) is to empower people, individually and collectively, to make positive changes in their lives and in their communities through learning. The inspection of learning communities replaced the inspection of local authority community learning and development services in 2008.

- This approach was designed to better recognise the increased integrated partnership working between departments in local authorities, and with other agencies and organisations. Inspection reports evaluate learning community provision from all agencies and organisations, including schools and the voluntary sector. CLD lead the Learning Community inspection but the process places a strong emphasis on partners' joint self-evaluation through their use of appropriate quality frameworks including 'How good is our community learning and development? 2' (2006).
- A Learning Community seeks to address the learning needs of its locality through partnership. It uses the strengths of institutions, public, private and voluntary services, and community groups to enable children, young people and adults to achieve to their full potential. Learning communities use learning to build community capacity, to promote social cohesion, social inclusion, regeneration and economic development.
- Concurrently with inspections of all non-denominational secondary schools, a team will inspect and report on the impacts and outcomes in the Learning Community. Within the scope of the 2012 national Strategic Guidance, this will include approaches to prevention and early intervention, family learning, skills development work in community settings and work to improve literacy, numeracy and health and wellbeing. There is a focus on CLD partners' contribution to Curriculum for Excellence in relation to both broad general education and the senior phase. The Learning Community is defined by the catchment area of a

secondary school. A separate, but concurrent report, is produced for the learning community.

- The inspection process also provides Education Scotland with the opportunity to gather evidence on the implementation of the Strategic Guidance across local authorities, collate and compare CLD (Learning Community) inspection reports for all communities across Scotland. These inspections take account of the contributions made to these communities by CLD, 3<sup>rd</sup> sector partners, specialist provision, early years, schools and other council services.
- This report (Appendix 1) and evaluations (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

## Recommendations

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The Sub-committee is requested to:

- note the findings of the report including the areas where the education authority and the community learning and development partners should continue to improve the learning community.

## Measures of success

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The report identified the following key strengths:

- partnerships that are improving the life chances of children, young people and families;
- clear focus on improving health and wellbeing and employability;
- early years and family learning programmes;
- partnership approaches supporting young people into positive destinations;
- active and vibrant community organisations who are influencing, designing and delivering local services; and
- highly skilled and motivated staff and volunteers making a real difference to improving lives and communities.

## Financial impact

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There are no financial implications contained in the ES report.

## Equalities impact

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There are considered to be no infringements on the rights of the child.

Tracking of participant performance by gender, Black Minority Ethnic (BME) and disability is undertaken at community level and there are no adverse impacts.

## Sustainability impact

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None.

## Consultation and engagement

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All Stakeholders contribute to a Learning Community Self Evaluation that is submitted to inspection team. Participants/staff are engaged by inspectors at service delivery and all contributions are noted and fed into the Inspection process.

## Background reading / external references

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<http://www.educationscotland.gov.uk/inspectionandreview/reports>

### Gillian Tee

Director of Children and Families

## Links

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<b>Coalition pledges</b>	PO5
<b>Council outcomes</b>	CO2
<b>Single Outcome Agreement</b>	SO3
<b>Appendices</b>	1. Inspection report 2. Evaluations

**Inspection of the learning community  
surrounding Trinity Academy  
The City of Edinburgh Council  
11 February 2014**

## **1. Context**

Community learning and development (CLD) partners within the area of Trinity Academy were inspected by Education Scotland during December 2013. During the visit Education Scotland staff talked to children, young people and adults. We worked closely with local CLD managers, CLD providers, partners, paid staff and volunteers. We wanted to find out how well partners are improving the life chances of people living in the community through learning, building stronger more resilient communities and improving the quality of services and provision. We also looked at how well, paid staff and volunteers are developing their own practices and how well partners, including schools are working together. We looked at some particular aspects of recent work which were identified by partners including:

- early intervention and family learning programmes;
- supporting young people through their transition into positive destinations; and
- partnership approaches with the school.

## **2. How well are partners improving learning, increasing life chances, promoting and securing wellbeing?**

CLD partners are working well together and increasing their focus on early intervention and prevention. Work with parents and family learning programmes are improving life chances and securing wellbeing. Partners including early years staff, health visitors and midwives are working in partnership to promote health literacy. The Pregnancy Café, part of the Bumpstart programme, is supporting parents very effectively and promoting peer support. Parents involved in a wide range of family learning programmes are feeling less isolated and have been able to access other learning opportunities in the community. Parents participating in a scrapbook programme are building better relationships with their children, developing literacy skills and supporting them in their learning.

CLD partners are coordinating and delivering high quality and effective programmes for children and young people and are making progress in linking these to national Curriculum for Excellence guidance. Programmes are increasingly targeted to ensure that health and wellbeing and employability are improving. The Junction is helping young people make positive choices in their lives through providing access to accessible support, counselling and advice. Granton Youth Centre, in partnership with others, builds positive and trusting relationships with the young people they engage with through Streetwork programmes. The Citadel Youth Centre provides a wide range of effective programmes including a Young Mums Group. Young women are continuing to engage in learning and are building their employability skills. They are developing skills in peer mentoring and providing support and encouragement to each other. The Citadel Youth Centre provides a very effective volunteer programme that is helping young people to make a positive contribution to their communities and progress onto further training and employment.

Partners are working well together to support young people into positive post school destinations through the 16+ Coordinating Group. The number of young people accessing positive destinations is increasing with many benefiting from Activity

Agreements at the Citadel Hub. Young people are achieving, developing their life skills and contributing more effectively to their communities as a result of their participation in Activity Agreements. Young people participating in a range of programmes are accessing and achieving success in accredited programmes including The Duke of Edinburgh's Award, Dynamic Youth Awards and Saltire Awards. The uniformed organisations provide very good opportunities for young people in the area, developing their life skills and promoting achievement. Partnership with the secondary school includes effective support for those young people facing barriers in their learning. The Jobs, Education and Training (JET) programme offers an identified group of young people flexible pathways which are leading to employment. CLD partners recognise that partnership approaches to Curriculum for Excellence could be further developed to support young people in their learning, particularly in planning for their post school transition. Although accredited opportunities are increasing, CLD partners do not gather or share information on young people's achievements across the learning community. A range of adult learning opportunities is provided through the Leith Adult Learning Network. English for speakers of other languages (ESOL) provision offers a range of programmes including family learning. Learners are becoming more engaged in their children's learning and are better able to support their children in their transition to primary school.

Within the learning community, community organisations are shaping and delivering local services. They are becoming more actively involved in important decisions regarding budgeting and grants through *Leith Decides*, a neighbourhood partnership initiative. The Trinity Community Council plays an important role in the local community involving local adults and young people in work to improve local parks and community gardens. Wardie Residents Association deliver a range of sports and recreational activities that are inclusive of older people. This is supporting their health and wellbeing and reducing social isolation. Fort Community Centre Management Committee are working towards gaining a gold award as a Health Promoting Centre. They work well with the neighbouring early years centre to promote a wide range of opportunities for children and families.

There have been significant changes to housing in the local area and local community planning would be further supported by a clearer identification of local needs. The Neighbourhood Partnership structure provides good opportunities for further engagement of local people in decision making and increasing their influence in local community planning developments. CLD partners need to look at how they can provide effective training and support to maximise their contribution. The use of information and communications technology is under developed and could help enhance learning and support particularly in relation to the impact of Welfare Reform. The gathering of performance data does not fully capture the impact of partnership working across the learning community. This makes it difficult for partners to plan for improvement and assess trends.

### **3. How well are partners working together and improving the quality of services and provision?**

Services are beginning to integrate well in the delivery of programmes for parents and families. Partnership agreements are leading to better joint planning and shared self-evaluation in family learning programmes. Locality planning structures including the Neighbourhood Partnership and North Children's Services Management Group (CSMG) are supporting the delivery of community planning priorities. The CSMG has delivered important multi-agency training in Getting it right for every child (GIRFEC) which has supported CLD partners to develop this approach in their work. Staff and volunteers across the learning community are highly skilled and able to access a range of high-quality professional learning opportunities. The training delivered on the impact of parental alcohol misuse provides a good example of multi-agency training which has had a positive impact in improving awareness and practice. Partnership networks including the local youth services network are strengthening joint working, coordination of provision and identification of training needs to improve practice. All partners demonstrate a strong commitment to tackling inequality and closing the opportunity gap in their work.

Approaches to self-evaluation are embedded in the practice of almost all staff and volunteers. Participants are actively engaged in self-evaluation processes through a range of methods including the effective use of social media. CLD partners now need to look at how they can develop further joint approaches to planning, self-evaluation and supporting improvement. The LOMIS management information system is used well by local authority CLD staff but this does not fully capture the impact of partnership working in improving life chances and securing wellbeing across the learning community.

This inspection of learning and development in the learning community surrounding Trinity Academy found the following key strengths.

- Partnerships that are improving the life chances of children, young people and families.
- Clear focus on improving health and wellbeing and employability.
- Early years and family learning programmes.
- Partnership approaches supporting young people into positive destinations.
- Active and vibrant community organisations who are influencing, designing and delivering local services.
- Highly skilled and motivated staff and volunteers making a real difference to improving lives and communities.

We discussed with partners how they might continue to improve their work. This is what we agreed with them.

- Improve approaches to gathering and making use of performance data across partners.
- Enhance partnership working and sharing information across CLD partners and the school to further support young people achieve success.
- Strengthen the influence of the community, including young people in local and wider decision making.

- Build on approaches to joint planning and shared self-evaluation across partners.

#### **4. What happens at the end of the inspection?**

The inspection team was able to rely on the high quality self-evaluation provided by the learning community. Partners have a good understanding of their strengths and areas for improvement and communities are achieving well. As a result we have ended the inspection process at this stage.

Anne Gibson  
**HM Inspector**  
11 February 2014

Additional inspection evidence, such as details of the quality indicator evaluations, for this learning community can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/communitylearninganddevelopment/TrinityAcademyLCEdinburgh.asp>.

If you would like to receive this report in a different format, for example, in a translation you can contact the administration team on 01506 600381.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us, addressing your letter to The Complaints Manager, Denholm House, Almondvale Business Park, Livingston, EH54 6GA.

Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

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Education Scotland

Quality indicators help CLD providers, partners and inspectors to judge what is good and what needs to be improved in the learning community. You can find these quality indicators in the publication *How Good is Our Community Learning and Development?* (HGIOCLD?). These were revised and updated in 2012. Updated versions can be found at [http://www.educationscotland.gov.uk/Images/LearningCommunitybriefingnote1113\\_tcm4-684959.pdf](http://www.educationscotland.gov.uk/Images/LearningCommunitybriefingnote1113_tcm4-684959.pdf)

Education Scotland evaluates four important quality indicators to help monitor the quality of learning communities across Scotland. Here are the results for the learning community surrounding Trinity Academy.

<b>Improvements in performance</b>	<b>good</b>
<b>Impact on participants</b>	<b>very good</b>
<b>Impact on the local community</b>	<b>very good</b>
<b>Improving services</b>	<b>good</b>

This report uses the following word scale to make clear judgments made by inspectors.

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

A copy of the full report is available on the Education Scotland website [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk).

Anne Gibson  
HM Inspector  
11 February 2014

# Education, Children and Families Committee

## Sub-committee on Standards for Children and Families

2 pm, Monday, 9 June 2014

### Pre-School Inspection of Cowgate Under 5's Centre

Item number	5.5
Report number	
Wards	Ward 11: City Centre

#### Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

#### Gillian Tee

Director of Children and Families

Contact: Aileen Mclean, Senior Education Manager (Early Years)

E-mail: [aileen.mclean@edinburgh.gov.uk](mailto:aileen.mclean@edinburgh.gov.uk) | Tel: 0131 469 3300

# Executive summary

## Pre-School Inspection of Cowgate Under 5's Centre

### Summary

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- Members should be aware that Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.
- Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.
- Cowgate Under 5's Centre report is one of the best in Scotland with five evaluations at excellent. The inspectors identified aspects of innovative practice and will work with the pre-school centre and the local authority to share this with others. The inspection team agreed that children's learning at the centre is outstanding and that overall Cowgate Under 5's Centre is an outstanding nursery whose practice will continue to be shared widely.
- This letter (Appendix 1) and evaluations (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

### Recommendations

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The Sub-committee is requested to:

- note the findings of the report including the area where the education authority and the pre-school centre should continue to improve the pre-school centre.

### Measures of success

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The report identified the following key strengths:

- the ethos based on trust and mutual respect which reflects the strong vision and shared values of the centre;
- the rich learning experiences which promote children's creativity and bring about achievements;
- the exceptional skills of staff in responding to individual children's interests and needs;
- the outstanding opportunities for children to reflect, investigate and explore the outdoors;
- dynamic and enquiring leadership throughout the centre;
- five awards of excellent from Education Scotland; and
- four awards of excellent from the Care Inspectorate.

### **Financial impact**

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There are no financial implications contained in the ES report.

### **Equalities impact**

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There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

### **Sustainability impact**

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None.

### **Consultation and engagement**

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Parents, pupils and staff completed an ES questionnaire prior to the inspection.

### **Background reading / external references**

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<http://www.educationscotland.gov.uk/inspectionandreview/reports>

**Gillian Tee**

Director of Children and Families

## Links

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<b>Coalition pledges</b>	PO5	
<b>Council outcomes</b>	CO2	
<b>Single Outcome Agreement</b>	SO3	
<b>Appendices</b>	1.	Inspection letter to parent/carer
	2.	Evaluations

11 March 2014

Dear Parent/Carer

**Cowgate Under 5's Centre  
City of Edinburgh Council**

Recently, as you may know, my colleague and I visited and inspected your child's pre-school centre. During our visit, we talked to parents and children and we worked closely with the head of centre and staff. We wanted to find out how well children are learning and achieving and how well the pre-school centre supports children to do their best. The head of centre shared with us the pre-school centre's successes and priorities for improvement. We looked at some particular aspects of the pre-school centre's recent work, including learning outdoors and how well children participate in their own learning. As a result, we were able to find out how good the pre-school centre is at improving children's education.

**How well do children learn and achieve?**

Children's learning at Cowgate Under 5's Centre is outstanding. From the earliest age, children are encouraged to explore and investigate the world around them, both indoors and outside. In all areas of the nursery, highly-knowledgeable staff provide comfort, encouragement and stimulation. Because their work is of the highest quality, children develop secure relationships with caring and trusted adults and make excellent progress. The nursery has strong and shared philosophies and values. Adults place trust in children and allow them to drive their own learning. They provide them with stimulating, natural materials to help them develop and learn. Throughout the playrooms, children's experiences are designed to foster independence and decision making. By allowing children to consider hazards and take risks, these skills are developing particularly well. Children's outdoor experiences are of an exceptionally high-quality. Here, natural materials provide children with creative and challenging ways to extend their knowledge and understanding, and to develop relationships with the natural world. In the nursery garden, the forest kindergarten and at Stickland, a natural woodland space on the outskirts of Edinburgh, children climb, observe wildlife, reflect, play in running water, cook, problem-solve and create imaginary play situations. Younger children's early language skills are encouraged by staff who understand how to do this effectively. Almost all children love to share stories and rhymes with adults and friends, often curling up in a quiet space alone or with a friend to share a book. Many older

children create their own plays and perform them to each other, dressing up or using puppets. Through nursery routines and play, staff encourage children's pre-writing skills in relevant contexts. In the Sala Infantil, which caters for children aged three to five, children mark-make during their play, making lists, writing labels for the playroom, making tickets for their performances or taking charcoal tree rubbings on their hill walks. Commendably, children's understanding of early mathematics is encouraged through solving real and imaginary problems. For example, children had measured the depth of a river using sticks to check that the water would not flood into their boots. Older children count in many real-life contexts and daily routines such as playing games, helping to bake and having snack and lunch. Consequently, almost all have an excellent understanding of numbers. In areas such as early science and technology, children's early skills in inquiry and investigation are developing very well. By observing and exploring their natural environment they are beginning to understand their place in the world. Children's creativity is encouraged and promoted in every area of the centre. Children frequently choose to sing, dance and perform using musical instruments or indeed pots and pans and other resources they find around the playroom. Children love to use technology to record and share pictures of their friends playing and staff have begun to share these short films and pictures electronically with parents. Children's learning is also recorded in personal learning plans and we have asked staff to consider how these can be further developed so that they demonstrate children's progress even more clearly. The centre has many awards in recognition of its successes, for example as Investors in Children. It has achieved its fourth green flag award from Eco-Schools Scotland to acknowledge its work on sustainability.

### **How well does the pre-school centre support children to develop and learn?**

The nursery supports children's development and learning exceptionally well. It provides a rich and supportive physical and emotional environment for children and their families which is highly appreciated by parents. Partnerships with parents are extremely positive and reflect the shared vision and values which underpin the life and work of the nursery. The unique ethos of the centre allows children to thrive in a safe, secure, yet vibrant setting. Children and their families are very well supported at times of transition or when there is a change in routine. Where appropriate, staff work sensitively and productively with other agencies to provide additional help for children who need support to make progress. The way adults respond to individual children's emotional, developmental and learning needs is exceptional. They listen carefully to children's wishes and tune in to their interests. They immediately plan for exciting ways to respond to children's curiosity and to deepen their understanding. For example, having seen a nearby display of Chinese Warrior Lanterns one morning, adults took a group of children to see these lit in the evening. Almost all learning comes from the children's interests, but staff ensure that children receive a broad and challenging curriculum. They provide a very wide and stimulating range of opportunities in the playroom and outdoors which help children to experience broad, deep, coherent and purposeful learning.

## **How well does the pre-school centre improve the quality of its work?**

The nursery has highly effective ways to monitor what it does well and how it can continue to improve. Parents feel able to influence decisions which affect them and their child, and help to support the centre's priorities for improvement. Children's own ideas generate and drive developments and they enjoy taking responsibility for making changes to their play areas. For example, having decided that they wanted running water in their garden, they helped design and bring about a water pump in their garden. The head of centre has successfully engendered a professional learning community amongst staff and parents to provide an outstanding service for children. She provides very strong, sensitive and very effective leadership of the centre and has successfully encouraged these qualities in others. Consequently, the highly-qualified staff team have a deep understanding of how children develop and learn. They share their own practice and improve aspects of the nursery based on sound research which they often undertake themselves. For example, following her own observations and after extensive research and consultation, a senior practitioner opened up the baby and toddler rooms to benefit very young children by allowing them to play together with siblings and friends. This has been an innovative and successful change which reflects the centre's approach to improvement. Overall, Cowgate Under 5's is an outstanding nursery whose practice will continue to be shared widely.

Our inspection of your pre-school centre found the following key strengths.

- The ethos based on trust and mutual respect which reflects the strong vision and shared values of the centre.
- The rich learning experiences which promote children's creativity and bring about achievements.
- The exceptional skills of staff in responding to individual children's interests and needs.
- The outstanding opportunities for children to reflect, investigate and explore the outdoors.
- Dynamic and enquiring leadership throughout the centre.

We discussed with staff and the education authority how they might continue to improve the pre-school centre. This is what we agreed with them.

- Continue to develop children's personal learning planning so that it is easier to monitor their progress.

## **What happens at the end of the inspection?**

We are highly satisfied with the overall quality of provision. We are confident that the pre-school centre self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified aspects of innovative practice which we would like to explore further in order to share the practice with others. As a result we will work with the pre-school centre and local authority in order to record and share more widely the innovative practice.

Elaine Merrilees  
HM Inspector

Emma Campbell  
Care Inspectorate Officer

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/CowgateUnder5sEdinburghEdinburghCity.asp>.

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help pre-school centres, education authorities and inspectors to judge what is good and what needs to be improved in the work of the pre-school centre. You can find these quality indicators in the publication *Child at the Centre*(2)<sup>1</sup>. Following our inspection of each pre-school centre, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish pre-school centres are doing.

The Care Inspectorate publishes quality grades to better inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure our inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland's evaluations for **Cowgate Under 5's Centre**

<b>Children's experiences</b>	<b>excellent</b>
<b>Improvements in performance</b>	<b>excellent</b>
<b>Meeting learning needs</b>	<b>excellent</b>

We also evaluated the following aspects of the work of the pre-school centre

<b>The curriculum</b>	<b>excellent</b>
<b>Improvement through self-evaluation</b>	<b>excellent</b>

Here are the Care Inspectorate's gradings for **Cowgate Under 5's Centre**

<b>Quality of care and support</b>	<b>excellent</b>
<b>Quality of environment</b>	<b>excellent</b>
<b>Quality of staffing</b>	<b>excellent</b>
<b>Quality of management and leadership</b>	<b>excellent</b>

A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at.

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/CowgateUnder5sEdinburghEdinburghCity.asp>

[http://www.scswis.com/index.php?option=com\\_content&view=article&id=7644&Itemid=489](http://www.scswis.com/index.php?option=com_content&view=article&id=7644&Itemid=489)

<sup>1</sup> *The Child at the Centre, Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, : [http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey\\_tcm4-712692.pdf](http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf)

# Education, Children and Families Committee

## Sub-committee on Standards for Children and Families

2 pm, Monday, 9 June 2014

### Special School Inspection Follow Through – Pilrig Park School

Item number	6.1
Report number	
Wards	Ward 12: Leith Walk

#### Links

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Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

#### Gillian Tee

Director of Children and Families

Contact: Rosie Wilson, Service Manager Special Schools & Specialist Provision

E-mail: [rosie.wilson@edinburgh.gov.uk](mailto:rosie.wilson@edinburgh.gov.uk) | Tel: 0131 469 3960

# Executive summary

## Special School Inspection Follow Through – Pilrig Park School

### Summary

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- Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES) changed the procedures for inspecting educational establishments as from August 2008. These new procedures also include changes to the follow-through arrangements carried out one or two years after the publication of the inspection report. ES will only return to schools where the inspection report was less than satisfactory. Inspectors will carry out this return visit within one year of the original inspection and will publish a follow-through report.
- In all other instances the responsibility for following up the original inspection will lie with the local authority and authority officers will produce the follow-through report.
- The purpose of the follow-through report is to provide information to parents on the continuous improvement in the school including any area identified for improvement.
- This report advises the Sub-committee of the outcomes of the follow-through visit. ES delegated the responsibility for this follow-through to the education authority and its officers have produced the report (Appendix 1).

### Recommendations

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- Note the progress made to date from the original inspection in February 2012.
- Note the education authority will not publish further reports in connection with the 2012 HMIE report.

### Measures of success

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- Pilrig Park School provided a very good, and across a range of areas, an excellent standard of education for its pupils.

## Financial impact

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There are no financial implications contained in the follow through report.

## Equalities impact

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There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

## Sustainability impact

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None.

## Consultation and engagement

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Parent, staff and pupil discussions took place during the follow through.

## Background reading / external references

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[http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school follow through and review reports](http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school-follow-through-and-review-reports)

<http://www.educationscotland.gov.uk/>

## Gillian Tee

Director of Children and Families

## Links

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<b>Coalition pledges</b>	PO5
<b>Council outcomes</b>	CO2
<b>Single Outcome Agreement</b>	SO3
<b>Appendices</b>	<ol style="list-style-type: none"><li>1. Follow through report – Pilrig Park School dated March 2014</li><li>2. Overall evaluations from 2012 report</li></ol>



## PILRIG PARK SCHOOL

### FOLLOW THROUGH REPORT

#### 1. The inspection

HM Inspectors published a report on the quality of education in Pilrig Park School in March 2012. Subsequently the school with support from the education authority amended the school improvement plan to take account of the findings of the inspection.

An education authority team recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement and produced a progress report for parents.

This report tells you how well young people are now learning and achieving and how the school is continuing to support them to do their best.

#### 2. How well do young people learn and achieve?

##### Areas for improvement from original report:

*To continue to improve outcomes for young people.*

Across the school, young people continued to learn and achieve very well in a wide range of activities. They were enthusiastic, motivated, polite and helpful. They felt safe and well cared for and supported each other very well.

There has been a significant increase in the number and range of National Qualification courses presented and achieved over the last two years. All young people in the senior phase had appropriate choices leading to accreditation and this had been both motivating and had supported progression across stages. An increased number of young people had moved to a positive destination of college or work.

The school had developed innovative partnerships to develop courses in the senior phase which were relevant and motivating. This included accredited courses in hairdressing, painting and decorating, gardening, hospitality and expressive arts. The young people were fully engaged in the range of experiences and opportunities available in their learning.

There were increased opportunities for young people to develop leadership and take on responsibilities across the school including senior prefects, head boy/girl, health and safety pupil officer and the ambassador role. Young people had been actively involved in national conferences including the Scottish Learning Festival and the Education Scotland Equality and Diversity conference. Success and achievement were celebrated through a wide range of school awards and nationally accredited awards, including the Duke of Edinburgh's Award and Junior Awards Scheme Scotland. These achievements were celebrated and shared through assemblies and at the annual achievement ceremony.

The improvement plan and the working groups, taking forward the school's priorities for improvement, were well focused on raising attainment and achievement for all learners. The

school's working groups were very well established and provided opportunities for staff discussion, sharing good practice and self-evaluation.

### **3. How well does the school support young people to develop and learn?**

#### **Areas for improvement from original report:**

*Continue to improve young people's experience to reflect Curriculum for Excellence more fully.*

The school has continued to be highly committed to young people's care and welfare. The needs of learners were very well met. The school was open, welcoming and inclusive and it continued to offer excellent support to young people and their families.

The school had further improved its systems to track and monitor young people's progress. Parents contributed to and evaluated the progress of their child's learning through the continued development of individual achievement folders. These yellow folders were highly regarded across the school community and young people benefited from, and were proud of, opportunities to discuss their learning.

Staff had made very positive progress in developing the curriculum, taking into account Curriculum for Excellence. In S1/S2/S3 young people experienced a broad general education. In the senior phase, young people worked towards a number of qualifications and prepared for life beyond school through an increased range of college courses, work experience and other transition activities.

Young people benefitted from improved opportunities to learn across subjects. These interdisciplinary activities allowed young people to develop a wide range of learning and personal skills. The Theatre Arts programme was an excellent example of such work, which developed the young people's confidence and skills for life, learning and work.

There was an improved whole school approach to developing young people's skills in literacy and numeracy. A more consistent understanding, across the work of the school, of key aspects of young people's health and wellbeing was being developed.

Teachers continued to choose learning approaches which interested and motivated young people and used information and communications technology (ICT) confidently to present lessons and for group work. The school recognised the need to continue to further develop young people's use of ICT as an important skill for life.

### **4. How well does the school improve the quality of its work?**

The headteacher had continued to demonstrate exceptional leadership and had fully embraced the challenge of 'moving from good to great'. All staff were leaders of learning and there was a key focus on professional learning. Best practice across a number of areas in the school had been recognised and filmed by Education Scotland including, science, expressive arts, skills development, the learning ladders and creativity.

Young people in the senior school had taken a leadership role in contacting former pupils and setting up the Keeping in Touch (KIT) group. This had led to increased independence, confidence and development of skills for life after school.

The school community was based on reflective practice and ensuring young people had a voice in their learning, progress and the life and work of the school. A range of evaluation took place across all aspects of the school and these were analysed to identify strengths and next steps.

Partners had worked collaboratively with the school to support the development of innovative courses in the senior phase and increased the experiences and outcomes for young people across the school. This had included joint work with other special and mainstream schools. The link with Juniper Green Primary School had been developed to involve a successful collaborative project as part of the interdisciplinary Theatre Arts Production held annually. Pilrig Park School now offered work experience opportunities for young people who attended Oaklands School and mainstream schools.

### **3 Conclusion**

With support from the education authority, Pilrig Park School provided a very good, and across a range of areas, an excellent standard of education for its young people. The school had made significant progress since the inspection and had made the necessary improvements in light of the inspection findings. The education authority will not publish further reports in connection with the March 2012 HMIE report.

Rosie Wilson  
Service Manager: Special Schools and Specialist Provision  
March 2014

**Education Scotland,**

Europa Building, 450 Argyle Street, Glasgow G2 8LG

t 0141 242 0100 f 0141 242 5757 e glasgow@educationscotland.gsi.gov.uk

Textphone – 01506 600236<sup>1</sup>**Appendix 2  
Education Scotland  
Foghlam Alba****Original Inspection Evaluations: March 2012**

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>2</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Pilrig Park School.

<b>Improvements in performance</b>	<b>good</b>
<b>Learners' experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>very good</b>

We also evaluated the following aspects of the work of the school.

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>very good</b>

A copy of the full letter is available on the Education Scotland website [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk) or by clicking this link

<http://www.hmie.gov.uk/ViewEstablishment.aspx?id=7524&type=3>.

<sup>1</sup> This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

<sup>2</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, <http://www.hmie.gov.uk/documents/publication/hgiosite3.pdf>.

# Education, Children and Families Committee

## Sub-committee on Standards for Children and Families

2 pm, Monday, 9 June 2014

### Secondary School Inspection Follow Through – St Thomas of Aquin’s RC High School

Item number	6.2
Report number	
Wards	Ward 10: Meadows/Morningside

#### Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

#### Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Schools, Quality and Curriculum)

E-mail: [Karen.prophet@edinburgh.gov.uk](mailto:Karen.prophet@edinburgh.gov.uk) | Tel: 0131 469 3048

# Executive summary

## Secondary School Inspection Follow Through – St Thomas of Aquin’s RC High School

### Summary

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- Her Majesty’s Inspectorate of Education (HMIE), now known as Education Scotland (ES) changed the procedures for inspecting educational establishments as from August 2008. These new procedures also include changes to the follow-through arrangements carried out one or two years after the publication of the inspection report. ES will only return to schools where the inspection report was less than satisfactory. Inspectors will carry out this return visit within one year of the original inspection and will publish a follow-through report.
- In all other instances the responsibility for following up the original inspection will lie with the local authority and authority officers will produce the follow-through report.
- The purpose of the follow-through report is to provide information to parents on the continuous improvement in the school including any area identified for improvement.
- This report advises the Sub-committee of the outcomes of the follow-through visit. ES delegated the responsibility for this follow-through to the education authority and its officers have produced the report (Appendix 1).

### Recommendations

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- Note the progress made to date from the original inspection in March 2012.
- Note the education authority will not publish further reports in connection with the 2012 HMIE report.

### Measures of success

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- St Thomas of Aquin’s RC High School provided a very good and improving standard of education for its pupils.

## Financial impact

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There are no financial implications contained in the follow through report.

## Equalities impact

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There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

## Sustainability impact

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None.

## Consultation and engagement

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Parent, staff and pupil discussions took place during the follow through.

## Background reading / external references

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[http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school follow through and review reports](http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school-follow-through-and-review-reports)

<http://www.educationscotland.gov.uk/>

## Gillian Tee

Director of Children and Families

## Links

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<b>Coalition pledges</b>	PO5
<b>Council outcomes</b>	CO2
<b>Single Outcome Agreement</b>	SO3
<b>Appendices</b>	<ol style="list-style-type: none"><li>1. Follow through report – St Thomas of Aquin’s RC High School dated May 2012</li><li>2. Overall evaluations from 2012 report</li></ol>



CHILDREN AND FAMILIES

## ST THOMAS OF AQUIN'S HIGH SCHOOL

### FOLLOW THROUGH REPORT

#### 1. The inspection

HM Inspectors from Education Scotland published a report on the quality of education in the school in May 2012.

The education authority visited the school on an ongoing basis to assess the extent to which the school was continuing to develop the quality of its education, including the areas identified for improvement during the inspection.

During the visits, lessons were observed, young people participated in focus groups and continued conversation took place with the headteacher, senior leadership team and staff exploring how the school had continued to improve.

There was a focus on particular areas over a period of time that had been identified in the initial inspection and on aspects of the school's work as identified by the headteacher. As a result we were able to find out how well young people were now learning and achieving and how the school was continuing to support them to do their best. This report summarises the findings.

#### *Areas for improvement from the original report:*

1. Continue to develop the curriculum in line with *Curriculum for Excellence*
2. Review the practices of pupil support staff in helping young people
3. Implement the school's plans which are in place to meet the national requirements for religious education (RE) in denominational schools

#### 2. How well do young people learn and achieve?

*1.1 Improvements in performance*

*2.1 Learners' experiences*

#### **Strengths and progress identified during visits**

Across the school, young people's learning and achievement continue to be of a very high standard. Teachers and young people have high aspirations and are committed to successful learning. There was a strong focus on young people understanding what they were learning in lessons with very clear learning intentions in all lessons. Young people were encouraged and stretched to work to their ability, therefore young people were highly motivated and engaged in their learning.

Young people enjoyed working together and teachers provided a wide range of opportunities for them to work collaboratively to enhance their understanding and to problem solve, which they enjoyed.

Young people were clear about their learning targets and what they needed to do to improve. Good use was made of the school's tracking and monitoring systems to inform teachers of young people's progress in learning. This enabled appropriate interventions to take place to support under performance, particularly in the senior school through a mentoring programme.

There was a positive climate for learning throughout the school. Young people's experiences in the Inclusion Resource continued to be of a very high quality.

Young people demonstrated a great pride in their school. They contributed to the broader life of the school and community by involving themselves in an extensive range of volunteering gaining various awards, such as the Saltire Award. These wider achievements are tracked from the P7 Profile onwards.

In line with the City of Edinburgh improvement priorities, all pupils, including those at risk of missing out by the end of S4, achieved five passes at Standard Grade or equivalent at foundation level. In addition, 96.4% of pupils achieved five or more awards at level 4 which is the highest in the City of Edinburgh.

The attainment of S5 pupils in 2013 was the highest in the last three years in all key measures. Pupils attaining three and five passes at Higher level remain significantly above both the national average and that of comparator schools.

The number of young people moving into positive sustained destinations for employment, training or further education is above 98% which is the highest in the City of Edinburgh. This has shown an improving trend for the last five years and is currently well above the National Scottish average. This is due to this being a priority and focus for school improvement.

### **3. How well does the school support young people to develop and learn?**

*5.1 The curriculum*

*5.3 Meeting learning needs*

#### **Strengths and progress identified during the visit**

The curriculum has been developed with a clear rationale based on shared values as outlined in the Charter for Catholic Schools; it also takes account of the latest local and national advice. The school is committed to the principles of the *Curriculum for Excellence* and places high importance on young people developing the four capacities as well as lifelong skills.

Following consultation on the restructuring of the school day, a discrete period of both business management and modern studies were added to the curriculum as part of the Broad General Education (BGE). In addition, the school also extended their S1 and S2 skills-based Enrichment Programme into S3. Two hours of RE per week are now provided on the timetable at all stages in the school to meet the national requirements of RE in denominational schools.

At S3, programmes and courses for each subject have been developed to include knowledge and skills, to enable young people to be successful learners who can contribute effectively to society. This was evident as young people were fully aware of how they use literacy and numeracy skills in other contexts in the school. All subject areas have been mapped out to ensure coverage of the Experiences and Outcomes through to fourth level to provide motivating and challenging learning

experiences for young people. Further work will be done to review the broad general education to ensure that it delivers all of the entitlements for young people.

In response to an increasing number of pupils staying on in S5 and S6 and to ensure a progressive learning experience, there has been an increase in timetabled skills and vocational based courses in the S5 and S6 stage of the senior phase such as life skills mathematics, people in society, photography, lifelong skills unit and practical woodwork.

The school has further established and enhanced successful partnerships with local schools, further education colleges and community partners who offer additional curricular personalisation and choice for young people. A number of local business partners deliver additional support, work experience opportunities and mentoring provision to young people.

The school's comprehensive S3 profile has inserts for each curricular area which are completed in classes by young people in discussion with teachers. This information is then collated and used in personal and social education (PSE) support pupils to develop skills for life, learning and work across the school. This good practice had now been extended to include S1 and S2 in PSE with an extended programme to develop skills and review progress of learning. This has resulted in young people being more aware of themselves as learners. The school will include the skills profiling in the school planner for the future, to allow all staff to see the overview for each young person. Learners' reviews at the end of S2 and S3 will also continue to be monitored to ensure continued personalisation and choice.

A well developed P7/S1 transition programme allowed for transfer of academic and pastoral information and data enabling the meet the needs of all learners to be met, particularly those with additional needs. This resulted in continuity in learning, particularly in English and mathematics.

Relationships between staff and young people were very positive. Teachers knew learners well and were clear on their needs. Differentiated targets for those with individualised education plans (IEPs) were appropriate. Young people were very well supported by learning assistants in classes where appropriate. Young people who were supported by support for learning (SfL) staff find this support to be effective in helping them learn. Almost all young people felt they received help if they asked for it.

Partners were positive about relationships with staff and the school made well-judged use of outside agencies to meet young people's needs at all stages. This improved integrated and collaborative approach where pupil support and SfL worked closer together had improved working practices and communication, which in turn had helped young people's learning. Planning and planning meetings had become more focused on outcomes for young people and therefore more streamlined. Both young people and parents were involved in reviewing their target and plans. Extensive and effective ongoing support was provided for Inclusion Resource young people.

#### **4. How well does the school improve the quality of its work?**

##### *5.9 Improvement through self-evaluation*

##### **Strengths and progress identified during visits**

School leaders, including curriculum leaders, SfL and pupil support leaders were taking forward curricular, pastoral and whole school developments. This use of distributed leadership ensured learners were still receiving a high quality learning experience. Staff throughout the school were very reflective practitioners and sought the views of learners formally and informally, resulting in changes and improvement for young people.

The school standards and quality report accurately reflected the schools strengths. The improvement plan reflected the schools priorities for the year and has helped the school progress. Additionally a very clearly structured departmental improvement plan for supporting learners had further supported improvements in this key area. There was a very clear commitment by teaching staff to continuous self-evaluation.

The school continued to be data rich. Importantly the school used this data well to inform and analyse where it was in relation to their own and other schools' performance and used this to inform school improvement priorities.

Young people were very articulate and confident individuals. Senior students particularly appreciated the wide range of leadership and other opportunities offered to them. Young people felt valued; however they would like to take a more active part improving the work of the school.

The recent appointment of a new headteacher will ensure that the school is well placed to continue to move forward on it's journey to excellence.

## **5. Conclusion**

St Thomas of Aquin's RC High School continues to provide a very good and improving standard of education for its young people. The school has progressed well since the inspection and has made the necessary improvements in light of the inspection findings. The education authority will not publish further reports in connection with the 2012 HMIE report.

Maria Lloyd  
Quality Improvement Officer  
March 2014

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>1</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for St Thomas of Aquin's RC High School

<b>Improvements in performance</b>	<b>very good</b>
<b>Learners' experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>good</b>

We also evaluated the following aspects of the work of the school

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>very good</b>

A copy of the full letter is available on the Education Scotland website [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk) or by clicking this link [www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StThomasOfAquinsHighSchoolEdinburghCity.asp](http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StThomasOfAquinsHighSchoolEdinburghCity.asp).

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<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, <http://www.hmie.gov.uk/documents/publication/hgiosjte3.pdf>.