

# EARLY YEARS, PRIMARY AND SECONDARY SELF-EVALUATION TOOLKIT 2018/2019



SCHOOL: St Paul's RC Academy

SEED: 5330033

[HGIOS 4](#)

[HGIOELC](#)

[National Improvement Framework](#)

[National Improvement Hub](#)

[Evaluating and improving our curriculum - Primary](#)

[CfE Implementation Plan 16-17](#)

[Appendix 3: The six-point scale](#)

<b>1.3 LEADERSHIP OF CHANGE</b>	<b>How well are you doing? What's working well for your learners?</b>	<b>How do you know? What evidence do you have of positive impact on learners?</b>	<b>What are you going to do now? What are your improvement priorities in this area?</b>	<b>How would you evaluate this QI using the HGIOS 4 six-point scale?</b>
<b>Developing a shared vision, values and aims relevant to the school and its community</b>	<p>The Ethos in the school is more positive and inclusive.</p> <p>The school vision, values and aims, were established through consultation with stakeholders at every level and take account of the local context.</p> <p>Our values are promoted in a wide range of activities and settings.</p>	<p>Pupils, staff and partners are respectful, feel valued and are supported in their learning.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Tree of Knowledge survey feedback relating to staff and pupils HWB</li> <li>• Pupils completed PASS survey</li> <li>• S1 Vision and Values Response</li> <li>• St Paul's Anti-Bullying Policy</li> <li>• Feedback from Pupil Council</li> <li>• Positive Behaviour Management feedback survey</li> <li>• Pupil Council Vision</li> <li>• St Paul's Vision, Values and Aims 2019</li> <li>• ABLe Plans</li> <li>• Classroom Observations and Whole School summary</li> <li>• Assembly Calendar – often Pupil Led</li> <li>• Caritas Programme</li> <li>• Statistics on Positive Behaviour</li> <li>• Implementation Plan for Restorative Practice</li> </ul>	<ol style="list-style-type: none"> <li>1. To embed the new school vision, values and aims to create a more ambitious vision and belief at all levels in the school and the wider community.</li> <li>2. To ensure the values are visited regularly by staff and pupils and are a focus in House Assemblies.</li> <li>3. Use opportunities available to engage the wider community of St Paul's in our vision and values.</li> </ol>	<b>4</b>
<b>Strategic planning for continuous improvement</b>	<p>Our School Improvement Plan and priorities are developed, implemented and evaluated to reflect on the impact for our learners. Progress is recorded regularly and required actions/changes are made.</p>	<p>Priorities for improvement have been implemented; some more consistently than others, and are beginning to have an impact for most of our learners.</p>	<ol style="list-style-type: none"> <li>4. To monitor the new one year SIP, and its effectiveness for improvement. This will be facilitated through effective self-evaluation and collaboration with pupils, staff, parents and partners.</li> </ol>	

	<p>Departmental Improvement Plans support school priorities as well as focussing on their own identified areas for improvement. Some departments have made significant progress to the benefit and improved outcomes for our pupils.</p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Department and Whole School Self Evaluations</li> <li>• Individual staff SE on L &amp; T</li> <li>• Attainment Reviews</li> <li>• Attainment figures</li> <li>• Curriculum Reviews</li> </ul> <p>Plans are in place across the school, at all levels, to develop and implement improvement at an appropriate pace that can be managed by all.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Department and Whole School Self Evaluations</li> <li>• Departmental Improvement Plans</li> <li>• School Improvement Plan</li> <li>• Attainment Reviews</li> <li>• Attainment Figures</li> <li>• Action Plans</li> </ul>	<p>5. To monitor and support staff in school improvement priorities and improved pupil attainment..</p> <p>6. To develop and implement Action Plans for departments where attainment levels show a need for improvement.</p>	
<p><b>Implementing improvement and change</b></p>	<p>Whole school improvements have been developed through active collaboration and implemented by all.</p>	<p>Through ongoing reflection and opportunities for professional dialogue, staff share the progress made and the impact on learners. Sometimes this may result in changing priorities or steps taken for improvement.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Reviews</li> <li>• Attainment Reviews</li> <li>• BGE Benchmarking Tool</li> <li>• BGE Comparison Levels</li> <li>• Insight Data Analysis</li> <li>• Learning Conversations</li> <li>• Pupil Progress Reports</li> <li>• Parent Contact Evenings</li> </ul>	<p>7. To continue to work with staff throughout the school on effective self-evaluation using HGIOS4 Features of highly effective practice and Challenge questions.</p> <p>8. To engage in moderation activities in school, in our cluster, and in the city.</p>	

	<p>Regular consultation and collaboration with staff, pupils, parents and partners to ensure we learn with, and from others to ensure we provide the best opportunities and experiences for our pupils.</p>	<ul style="list-style-type: none"> <li>• Department and Whole School Self Evaluation</li> </ul> <p>The SIP is visited regularly, updates provided and shared with all staff.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Minutes of SLT/Extended Meetings</li> <li>• Inset Programmes</li> <li>• Minutes of Staff Meetings</li> </ul> <p>Working Groups where staff at all levels take responsibility for developing and implementing change and improvements.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Working Groups Folders</li> <li>• Inset Programme Delivery</li> </ul> <p>The school annual programme of Self Evaluation looking at priorities and impact for learners.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Self-Evaluation Calendar</li> <li>• Whole School Calendar (Staff/PT Meetings)</li> </ul>	<p>9. To involve all stakeholders in closing the gap and raising attainment for all.</p> <p>10. To support leadership at all levels and provide development opportunities for staff as appropriate.</p> <p>11. To support and nurture creativity and innovation at all levels.</p>	
<ul style="list-style-type: none"> <li>• <a href="#">GTCS Professional Standards</a></li> <li>• <a href="#">Self-evaluation wheel: Headteachers</a></li> <li>• <a href="#">Self-evaluation wheel: Middle Leaders</a></li> <li>• <a href="#">Self-evaluation wheel: CLPL</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Self-evaluation wheel for Learning for Sustainability</a></li> <li>• <a href="#">Building the curriculum series</a></li> <li>• <a href="#">Learning Together: Opening up the Learning</a></li> <li>• <a href="#">Improving Leadership in Scottish schools</a></li> </ul>			

2.3 LEARNING, TEACHING AND ASSESSMENT	How well are you doing?  What's working well for your learners?	How do you know?  What evidence do you have of positive impact on learners?	What are you going to do now?  What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p><b>Learning and Engagement</b></p>	<p>The positive ethos across school reflects commitment to establish positive relationships.</p> <p>Pupils know that their views are sought, valued and acted upon.</p>	<p>Classroom observations have highlighted many positive relationships in the majority of areas.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Classroom Observations and While School Summary</li> <li>• Tree of Knowledge survey feedback relating to staff and pupils HWB</li> <li>• Pupils completed PASS survey</li> <li>• Positive Behaviour Management feedback survey</li> <li>• Statistics on Positive Behaviour</li> </ul> <p>In-Service training was initiated regarding Restorative Practices resulting in a decrease of de-merits and sanctions.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• In Service Day Agenda</li> <li>• Positive Behaviour Management feedback Survey</li> </ul> <p>Pupil questionnaires in both the BGE and Senior Phase reflect positive experiences.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Feedback form Pupil Council</li> <li>• Pupils completed PASS Survey</li> </ul>	<ol style="list-style-type: none"> <li>1. To build in a programme of peer observations.</li> <li>2. To look at In-Service training opportunities to visit centre of excellence – away days.</li> <li>3. To develop the effective use of the Rewards system in school through the work of the Ethos and Inclusion Group.</li> <li>4. To train a HWB worker and two staff to facilitate PASS assessments to assist with the evaluation of HWB and other work.</li> <li>5. To continue to build on role of Senior Team and Prefects.</li> <li>6. To increase roll and remit of Junior and Senior Pupil Council.</li> </ol>	<p><b>4</b></p>

	<p>Learner's experiences are challenging and provide appropriate use of technology and give opportunities for independent learning.</p>	<p>Classroom observations are carried out twice during the academic sessions by both SMT and PT's. The majority of staff have completed their Cooperative Learning Training (2016-2017) leading to a focus on pace and challenge in the classroom.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Classroom Observations and Whole School Summary</li> </ul> <p>The learners play an active role in the school and take on various leadership roles e.g.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Pupil Council activities.</li> <li>• Caritas, Lent, Easter, Christmas.</li> <li>• Assemblies – Remembrance Day, Holocaust Memorial</li> <li>• S6 Mentoring of S3.</li> <li>• Anne Frank Ambassadors</li> <li>• Peer Educators</li> </ul>	<p>7. To continue to develop Cooperative Learning activities across all departments.</p> <p>8. To increase use of Pupil Mentoring into S5.</p>	
<p><b>Quality of Teaching</b></p>	<p>The learning is enriched by the effective use of digital technologies.</p>	<p>Pupils demonstrate an engagement with learning both in and out with the classroom using a variety of digital resources and media.</p> <p>Evidence :</p> <ul style="list-style-type: none"> <li>• Class Observations and Whole School Summary</li> <li>• School and Departmental Twitter Accounts</li> <li>• School App</li> </ul>	<p>9. To provide lap-tops for LAC pupils.</p>	

	<p>Staff have been given clear demonstrations and training of the use of Higher Order Questioning techniques facilitated by the Literacy Working Group.</p> <p>Effective use is made of feedback to pupils to establish next steps.</p>	<p>There is evidence in classroom observations of Literacy Working Group and work completed regarding Higher Order Questioning as well as implementation of the Learning Conversations Policy.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Learning Conversations Policy</li> <li>• Classroom Observations and Whole School Summary</li> </ul> <p>Learning Conversations and departmental evidence provide pupils and staff with areas for development.</p> <p><b>Evidence :</b></p> <ul style="list-style-type: none"> <li>• Dept. target setting and recording of Learning Conversations</li> </ul>	<p>10. To continue to refer to use of the Learning Conversations Policy.</p>	
<p><b>Effective Use of Assessment</b></p>	<p>Assessment is matched to the learning needs of all learners and is used to support further learning.</p> <p>Assessment judgements are supported by firm evidence which provides informed decisions for future pathways.</p>	<p>An ABLearning Inset was provided to support all staff to devise strategies to address Barriers to Learning.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• ABLearning Presentation</li> <li>• In-Service Programme</li> </ul> <p>Staff and pupils are aware of the required outcomes to achieve/progress to each level</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Dept BGE Benchmarking and Moderation Tool</li> <li>• BGE Comparison Levels</li> <li>• BGE Progression Tool</li> </ul>	<p>11. To continue to raise awareness of ABLearning strategy so that all staff will contribute to the planning and supportive tool.</p> <p>12. To continue to share evidence to enable decisions about next steps</p>	

<p><b>Planning, Tracking and Monitoring</b></p>	<p>Tracking and Monitoring processes are used effectively to secure improved outcomes for all learners.</p>	<p>Curriculum Reviews 1-10 have been carried out with all departments and are providing tracking grids to allow pupils to identify areas for development for progression</p> <p><b>Evidence :</b></p> <ul style="list-style-type: none"> <li>• Dept and Whole School Summary of Curriculum Reviews.</li> <li>• BGE Progression Tool</li> <li>• BGE Comparison Levels</li> </ul> <p>Attainment Reviews are held biannually in September and March to provide evidence and address areas of concern in order to raise attainment.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Dept Attainment Reviews and Whole School Summary</li> </ul>	<p>13. To continue to work on moderation activities.</p> <p>14. To continue to refine and gain consistency of the Tracking and Monitoring process.</p>	
<ul style="list-style-type: none"> <li>• <a href="#">Education Scotland - Learning &amp; Teaching</a></li> <li>• <a href="#">Monitoring and tracking progress and achievement in the BGE</a></li> <li>• <a href="#">Self-evaluation wheel for Learning for Sustainability</a></li> <li>• <a href="#">What makes great teaching? (Sutton Trust)</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Building the curriculum series</a></li> <li>• <a href="#">Assessing progress and achievement SAL resource</a></li> <li>• <a href="#">Learning Together: Opening up the Learning</a></li> <li>• <a href="#">Outdoor Learning self-evaluation resource</a></li> <li>• <a href="#">Using evidence of impact</a></li> </ul>		



3.1 ENSURING WELLBEING EQUALITY AND INCLUSION	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Wellbeing	<p>Most aspects of Wellbeing (SHANARRI) are addressed in detail in the newly developed S1-3 PSHE programme. There is input from a variety of external agencies.</p> <p>The HWB group has recently produced a HWB School Policy.</p> <p>A new HWB Worker is in post who will provide AIM group sessions and 1:1 meetings.</p>	<p>There are opportunities for informal pupil feedback at some points in the course.</p> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>The 'Say, Make, Write, Do' model provides evidence of pupil engagement.</li> </ul> <p>The HWB Policy has been shared and is available to all staff in order to best support the young people and our stakeholders with maintaining a healthy lifestyle in all aspects.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Health and Wellbeing Policy</li> </ul> <p>The AIM group procedures have been agreed and published with a very high uptake of pupils. The first set of pupil referrals have been submitted and allocated. 1:1 work has started prior to the end of Term 1.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>HWB Worker Pre and Post Evaluations/Statistics</li> <li>PASS Survey</li> </ul>	<ol style="list-style-type: none"> <li>To produce, carry out and analyse pupil evaluations for the new courses.</li> <li>To continue to implement the priorities outlined in this document. This will be followed up via the SIP.</li> <li>HWB working group create programme of school HWB activities</li> <li>To train a HWB worker and two staff to facilitate PASS assessments to assist with the evaluation of HWB and other work.</li> <li>To evaluate our procedures at the end of Year 1 and to implement any identified improvements.</li> </ol>	4

	<p>We are in the process of developing better communication strategies between school and partner agency staff around the SHANARRI outcomes.</p>	<p>Group work has now started and is carried out jointly with CLD.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>In-Service Programme -There was a joint partnership meeting on Inset Day 2 (Nov) to look at improving communication.</li> </ul>	<p>6. To develop a communication tool to help ensure there is less overlap and fewer gaps in individual pupil provision.</p>	
<p><b>Fulfilment of Statutory Duties</b></p>	<p>There are CPO presentations at the start of each session.</p>	<p>Staff are cognizant in the procedures and the support available to them if they have any CP concerns.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Local Authority CP Presentation</li> <li>Evidence of school procedures being carried out correctly can be made available.</li> </ul>	<p>7. To continue to ensure that all staff are familiar with the current procedures and confident to act upon any concerns.</p>	
<p><b>Inclusion and Equality</b></p>	<p>Many aspects of Inclusion and Equality are addressed in detail in the newly developed S1-3 PSHE programme.</p> <p>DYW work provides many opportunities designed to address inequality.</p>	<p>There are opportunities for informal pupil feedback at various points in the course and the 'Say, Make, Write, Do' model will provide evidence of pupil engagement</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>BGE PSHE Course Programme.</li> </ul> <p>Pupils are supported taking cognizance of their socio-economic backgrounds in order to develop their employability and personal skills</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Positive Destination Data from Insight</li> </ul>	<p>8. To produce, carry out and analyse pupil evaluations for the new courses.</p> <p>9. To increase the numbers of pupils entering a wider range of Positive Destinations.</p>	

	<p>Respect Week/Respect Fair/Respect Assemblies were held for the entire school and delivered by the Pupil Council.</p> <p>Some staff are increasingly using and show a deeper understanding of SIMD data.</p> <p>We have significantly increased use of our Alternative to Exclusion support provided by PSWs.</p> <p>We have significantly increased the support we offer to our LAC(C) pupils</p>	<p>Pupils positively engaging with our Partner Agencies during the Respect Fair. Evidence:  <ul style="list-style-type: none"> <li>Film of the Respect Fair</li> </ul> </p> <p>Staff are more aware of which pupils may potentially have 'unseen' barriers to learning and are quicker to offer support.  Evidence:  <ul style="list-style-type: none"> <li>Department Meeting Minutes (SIMD data)</li> <li>House Meetings</li> <li>Attainment Reviews</li> <li>Curriculum Reviews.</li> <li>In-Service Programme</li> </ul> </p> <p>There has been a significant drop in Exclusion figures. Pupils continue to engage in classwork whilst in ATE and therefore interruption to learning is decreased.  Evidence:  <ul style="list-style-type: none"> <li>ATE Statistics</li> <li>Exclusion Figures</li> </ul> </p> <p>S3-S5 LAC(C) pupils interviewed (Pupil Voice) to determine their priorities which were then funded (Outward bound, Laptops). Evidence:  <ul style="list-style-type: none"> <li>Interviews with LAC S3-S5</li> <li>Post Outward Bound</li> </ul> </p>	<p>10. To sustain the impact of the Respect Assemblies with a follow-up Respect Challenge and further activities to support our Community partners e.g. Marie Curie</p> <p>11. To widen the use across the school of SIMD data and increase staff confidence to use it to promote equity.</p> <p>12. To work to ensure the support for each pupil increasingly addresses individual barriers to learning.</p> <p>13. An evaluation of our use of ATE and its effectiveness is to be carried out with any recommendations to be implemented.</p> <p>14. Expand this opportunity to include S2 LAC(C) pupils</p>	
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	<p>Where criteria have been set, LAC(C) pupils have been offered a place, even though they do not meet the criteria.</p> <p>We are Working with Partners to support LAC(C) pupils.</p> <p>We have identified specialised provision for pupils with significant ASN needs who cannot fully access mainstream</p>	<p>All LAC(C) pupils except one took up the offered places on the S2 Loch Eil Trip and fully participated</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Film of residential experience</li> </ul> <p>Breakthrough Worker in post from October 2017. Works with extensive range of pupils including Former LAC and pupils in Kinship Care. Mentors beginning to be identified for individuals.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Breakthrough Records of Involvement and Progress</li> </ul> <p>Pupils are showing positive signs with regards to their wellbeing and have developed their social skills to still feel inclusive in our school community.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Customised timetable for small group in S3</li> </ul>	<p>15. Consider ways in which this can be applied in Academic settings eg ACES training for all staff.</p> <p>16. Increase group work with S1 and S2 pupils.</p> <p>17. Extend this provision in S4 and involve a range of Partners to provide diverse and varied learning opportunities</p> <p>18. Work with Kingspark to develop and provide National 1 and National 2 Courses and Assessment.</p>	
<ul style="list-style-type: none"> <li>• <a href="#">Education Scotland - Inclusion &amp; Equalities</a></li> <li>• <a href="#">GIRFEC evaluating wellbeing guide</a></li> <li>• <a href="#">Monitoring and tracking progress and achievement in the BGE</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Building the curriculum series</a></li> <li>• <a href="#">Assessing progress and achievement SAL resource</a></li> <li>• <a href="#">Learning Together: Opening up the Learning</a></li> <li>• <a href="#">Outdoor learning self-evaluation resource</a></li> </ul>		

<b>3.2 RAISING ATTAINMENT AND ACHIEVEMENT SECURING CHILDREN'S PROGRESS</b>	<b>How well are you doing?  What's working well for your learners?</b>	<b>How do you know?  What evidence do you have of positive impact on learners?</b>	<b>What are you going to do now?  What are your improvement priorities in this area?</b>	<b>How would you evaluate this QI using the HGIOS 4 six-point scale?</b>
<b>Attainment in Literacy and Numeracy</b>	<p>We have seen positive MIDYis to SOSCA progression in both Literacy and Numeracy for our young people.</p> <p>National 5 entries and results 2017-218 show a marked increase.</p>	<p>The school has seen improved results and as a result pupils have improved their attainment</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• S1/S2 CfE Comparison Levels</li> <li>• Insight Attainment Data</li> </ul>	<p>1. To continue to improve N5 English and N5 Maths uptake along with attainment at Level 5</p>	<p style="text-align: center;"><b>3</b></p>
<b>Attainment Over Time</b>	<p>We have developed effective tracking and monitoring and progressive use of assessment and moderation.</p> <p>Attainment information from primaries has been shared with all staff for S1 .</p> <p>Leaver Destinations has shown that St. Pauls is above both Dundee City and National average.</p>	<p>Our Tracking and Monitoring system, varied Curriculum and Department Attainment Reviews show improving attainment and progression across most curriculum areas. This shows that staff have a good knowledge of every pupil through the use of Tracking and Monitoring whilst improving attainment.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• BGE Progression Tool</li> <li>• Leaver Destination Data</li> </ul>	<p>2. To further develop a programme of Tracking and Monitoring including Wider Achievement learning for many pupils.</p>	
<b>Overall Quality of Learners' Achievement</b>	<p>Most of our pupils are successful, responsible and contribute to the life of the school.</p>	<p>We offer a range of wider achievement opportunities which have had a significant impact on improving attainment and positive destinations.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Skills for Work Unit</li> <li>• Insight Attainment Data and Tariff Points</li> <li>• Leaver Destination Data</li> </ul>	<p>3. To increase confidence and self-belief of many pupils in leadership opportunities.</p>	

<p><b>Ensuring Equity for All Learners</b></p>	<p>We have shown good sustained destination figures.</p> <p>We have developed plans for equity in place via the Pupil Equity Fund.</p>	<p>Through the use of the Pupil Equity Data Grid and the funding we have been able to identify and allocate appropriate interventions and opportunities for those who need it most.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• PEF Data Grid</li> <li>• DYW Records of Interventions</li> <li>• Positive Destinations Data</li> </ul>	<p>4. To have a sustainable equity model in place.</p>	
<ul style="list-style-type: none"> <li>• <a href="#"><u>GIRFEC evaluating wellbeing guide</u></a></li> <li>• <a href="#"><u>Monitoring and tracking progress and achievement in the BGE</u></a></li> <li>• <a href="#"><u>Being data rich: improvement guide</u></a></li> <li>• <a href="#"><u>Raising Attainment leaflet – Education Scotland</u></a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#"><u>Building the curriculum series</u></a></li> <li>• <a href="#"><u>Assessing progress and achievement SAL resource</u></a></li> <li>• <a href="#"><u>Learning Together: Opening up the Learning</u></a></li> <li>• <a href="#"><u>Outdoor learning self-evaluation resource</u></a></li> </ul>		

2.2 CURRICULUM	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<b>Rationale and Design</b>	We have a clear curriculum rationale with equity of opportunity of all cross-cutting themes.	Discussions have taken place through the Curriculum Working group using evaluations, making available a full curriculum and range of opportunities. <b>Evidence:</b> <ul style="list-style-type: none"> <li>• Working Group Minutes</li> <li>• Curriculum Design Evaluations</li> </ul>	1. To improve our attainment including SCQF points.	<b>4</b>
<b>Development of the Curriculum</b>	Regular reviews of the curriculum are held after discussion with pupils, parents and staff. Our DYW links are strong and utilise innovative approaches for disengaged learners.	Working group discussions generate ideas for the continuing development of the curriculum. The success of the alternative curriculum is evident with the number of participants who achieve positive outcomes and destinations. <b>Evidence:</b> <ul style="list-style-type: none"> <li>• Working Group Minutes</li> <li>• Leaver's Destination Data</li> </ul>	2. To continue to strengthen and develop our work with partners to continue to offer a range of opportunities.	
<b>Learning Pathways</b>	Pathways for high-attaining pupils are in place and range of alternative curriculum opportunities are available for those disengaged with learning.  Our Senior Phase incorporates pupils from S4-6 for breadth and depth.	There are many opportunities for pupils to feel part of the curriculum. <b>Evidence:</b> <ul style="list-style-type: none"> <li>• Skills for Work Units (S5/6)</li> <li>• Design, Engineering and Construction/ REHIS in H.E. (S3)</li> <li>• Lab Skills at Nat 5</li> <li>• Personal Development – Higher</li> <li>• Cyber Security/Dig. Media-NPA</li> <li>• Increased College Link/Future Skills numbers</li> </ul>	3. To ensure that All staff are clear of responsibility for Literacy, Numeracy, HWB and Digital Learning.  4. To encourage the ethos that pupils are challenged across all stages	
<b>Skills for Learning, Life and Work</b>	We have very good links for DYW, Skills for LLW across the curriculum including Enterprise and Creativity.	<b>Evidence:</b> <ul style="list-style-type: none"> <li>• See above</li> <li>• Benchmarking Moderation</li> </ul>	5. To ensure that profiling occurs in S3.	

2.4 PERSONALISED SUPPORT	How well are you doing?  What's working well for your learners?	How do you know?  What evidence do you have of positive impact on learners?	What are you going to do now?  What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<b>Universal Support</b>	<p>Every pupil has an Attainment Meeting with their guidance teacher which Parents and Carers are invited to attend. Senior Phase pupils have two Attainment Meetings.</p> <p>The Guidance staff have been given protected time (up to ten days per session) to ensure they are able to have time with every individual pupil.</p>	<p>The discussion follows a set agenda and pupils and parents are provided with a summary of the discussion and a list of actions required ('Interventions'). This is part of the school's Learning Conversations programme.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Learning Conversation Policy</li> <li>• Interventions Records</li> </ul> <p>An evaluation of the S1 Attainment Day provided very positive feedback from staff, pupils and parents.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• S1 Attainment Day Evaluations</li> </ul>	<ol style="list-style-type: none"> <li>1. To continue to review this process and act upon findings.</li> <li>2. To carry out evaluations with some of the other year groups.</li> </ol>	<b>4</b>
<b>Targeted Support</b>	<p>We make effective use of Incas, MIDYiS and SOSCA data to target support.</p>	<p>Pupil support is directed appropriately. MIDYiS to SOSCA data progression shows an improvement, especially in Maths and English.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• S1/S2 CfE Comparison Levels</li> </ul>	<ol style="list-style-type: none"> <li>3. To identify and work with areas for development in the school where the improved attainment is not as significant.</li> </ol>	



<p><b>Removal of Potential Barriers to Learning</b></p>	<p>Good structures are in place for identifying needs and supporting them.</p> <p>The SfL Department have been very creative in supporting a number of young people with high levels of need and has been held up by the Authority as an example of good practice in this area.</p>	<p>Cause for Concern and ABLe plans are in place for pupils with an ASN.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• ABLe Plans</li> <li>• Cause for Concern Referrals</li> </ul> <p>The young people in question are very positive about school, as are their parents and carers and continue to engage well with the support provided.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• PASS Surveys</li> </ul>	<p>4. To determine an alternative source of data for S1 attainment potential as MIDYiS is no longer available.</p> <p>5. To continue to review the adapted timetable provided for the pupils in question as it is still at a relatively early stage of development.</p>	
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<b>2.5 FAMILY LEARNING</b>	<b>How well are you doing? What's working well for your learners?</b>	<b>How do you know? What evidence do you have of positive impact on learners?</b>	<b>What are you going to do now? What are your improvement priorities in this area?</b>	<b>How would you evaluate this QI using the HGIOS 4 six-point scale?</b>
<b>Engaging Families in Learning</b>	<p>The work of the ERW's in partnership with Lead Professionals allow us to make home contact with families.</p> <p>We manage and carry out regular TATC meetings to work with partners to individualise the support for families.</p>	<p>We have improved communication and trust between home and school meaning the correct agencies can be assigned to provide specific support. (Includem, HWB workers, AIM, CLD).</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• ERW Reports</li> <li>• ERW Referrals</li> </ul> <p>We have sustained an increase in attainment and higher levels of positive destinations achieved (SHANARRI indicators are used help to show progression and improvement).</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Insight Attainment Data</li> <li>• Insight Leavers Data</li> <li>• Single Child's Plan</li> <li>• TATC Summary</li> </ul>	<ol style="list-style-type: none"> <li>1. To create opportunities to have meetings out with school for parents unable to travel.</li> <li>2. To identify family areas to be created within the school to support those with young families (possible link with Care students)</li> <li>3. To establish a School App to allow parents to be informed "at their fingertips" and to access data and on-line surveys for a greater response.</li> <li>4. To implement Open Days in our School Calendar for parents to come in "real" classrooms to promote/compliment the benefits of family learning.</li> <li>5. To implement the use of PASS testing to identify a possible improvement in their health and/or wellbeing.</li> </ol>	<p style="text-align: center;"><b>4</b></p>

	<p>Our parental point of contacts are spread throughout the academic year (information for these are available through our website, texts, newsletters and social media).</p>	<p>Parental feedback through evaluations have asked for a variety of times for points of contacts. The results of parental questionnaires regarding Barriers to Engagement have reiterated this. The Attendance data of Parent Contact nights and attainment meetings has also shown the levels of parental engagement.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• TOK – Parental Feedback</li> <li>• Barriers to Learning Evaluations</li> </ul>	<p>6. To continue the development of a growth mindset at home through the delivery of programme involved in Parental Engagement with partners such as the Tree of Knowledge.</p>	
<p><b>Early Intervention and Prevention</b></p>	<p>The management of attendance data allows us to highlight potential concerns for young people whose attendance is below 80%.</p> <p>Pupils who were identified as SIMD 1+2 with high skill sets were given opportunities to develop their potential and resilience with Outward Bound Outdoor Education</p>	<p>Early intervention for pupils means a greater use of the alternative timetable and PSW/SfL support to accommodate individualised timetables.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Pupil Support referrals</li> <li>• PEF Data Grid</li> <li>• Attendance Interventions and Statistics Table</li> </ul> <p>There has been an improvement in growth mindset for these pupils through the use of evaluation before and after. Also this data is compared to the Attainment Tracking Tool which is now in use (comparison of BGE levels achieved).</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Outwards Bound Pupil Evaluations</li> <li>• CfE Comparison of Levels</li> </ul>	<p>7. To offer increased support for departments to look at ideas to address equity to support those in SIMD 1-3</p>	

<p><b>Quality of Family Learning Programmes</b></p>	<p>There has been an effort to deliver CLPL on Family Learning to all staff which has demonstrated how they can adequately prepare and use GIRFEC to plan effective events.</p>	<p>Staff evaluations have shown an increase in understanding of family learning and the benefits it can bring.  <b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• In-Service Staff CLPL Evaluations</li> </ul> <p>A significant number of suggestion for events have come from staff showing a wiliness from all departments.  <b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Family Learning Proposed Programme</li> </ul>	<p>8. To establish and implement an Annual Programme of events. This needs to be analysed with regards to costs, resources, SHANARRI indicators and Skills for Life, Learning and Work that can be achieved.</p>	
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2.6 TRANSITIONS	How well are you doing?  What's working well for your learners?	How do you know?  What evidence do you have of positive impact on learners?	What are you going to do now?  What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p><b>Arrangements to Support Learners and their Families</b></p>	<p>Our P6/7 Open Evening was planned and led by Junior/ Senior pupils and staff to highlight vision and working. St Paul's Parents are given opportunities to ask curricular based questions to both staff and pupils.</p> <p>We offer 3 full transition opportunities throughout the year. The focus of these are Numeracy, Literacy and Health and Wellbeing.</p> <p>Our Numeracy Day allowed Primary staff to work with our PT Maths to develop a shared understanding of progress across levels.</p> <p>Our young peoples' mental, emotional, social and physical needs are taken account of during transitions.</p>	<p>We have positive feedback and questionnaires from parents during the P6/7 Open Evening and we have increased out school roll over the last 3 years.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Open Evening Evaluations</li> <li>• School Roll Figures</li> </ul> <p>Our pupil evaluations and parental comments highlight the success and value of these days.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Transition Day Evaluations</li> <li>• Parent Evaluations</li> </ul> <p>We now have a greater consistency of identifying pupil levels and a greater understanding of benchmarks. We have also been able to establish continuity of learning across the curriculum.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• BGE Progression Tool</li> </ul> <p>The results of our Aim High Project in all cluster schools support our young people's HWB transition and development.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ol style="list-style-type: none"> <li>1. To further include additional Open Afternoons for S1/S2 during session 2018/19</li> <li>2. To identify and implement additional time during transition for cross-sector working.</li> <li>3. To continue to organise joint staff meetings – Modern Languages/Literacy.</li> <li>4. To continue to develop Aim High in all cluster schools to ensure equity for all children.</li> </ol>	<p><b>4</b></p>

	<p>We work well with families and relevant agencies in designing transitions for those requiring additional support.</p> <p>Pupils with similar needs are identified and visit as a group to allow for social transition.</p> <p>Our ABLe plans are reviewed during the pupil settling in period. All staff have been ABLe trained by the PT SfL (Nov 2017). A review of ABLe plans are held with parents during parental contact time.</p>	<p>We now have comprehensive profiles to provide to all staff which has been given very positive staff feedback.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• S1 Pupil Profiles/Targeted Pupils</li> </ul> <p>We have clear shared processes in place in designing transitions for all pupils requiring support. The results of this have been a decrease of S1 referrals and exclusions down from previous year.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Positive Behaviour Statistics</li> </ul> <p>Pupils with complex needs identified as soon as the SLMG and transition process begins in Nov/Dec of the previous session. Our Attendance at all TATC is essential for gathering information, provided parental visits and additional visits for pupils. For session 2016-2017 extra parental visits ranged to 5 additional visits for around 10 pupils.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• TATC Summary Minutes</li> <li>• SLMG Minutes</li> <li>• Pupils are provided additional support for formal transition days.</li> <li>• Support for pupils needing Additional Support is wrap around from 8:30-3:35pm.</li> <li>• The Pupil's needs are negotiated with parents for specific children</li> <li>• The Pupils meet with House Teams during transition</li> <li>• Pupil evaluations in response to their visits.</li> </ul>	<p>5. To achieve earlier identification of pupils with specific needs to allow for greater continuity in learning.</p> <p>6. To establish earlier parental contact via TATC process.</p> <p>7. To develop and include a Peer Mentoring programme.</p> <p>8. To include an additional 2 x ½ days of Modern Languages in view of government priorities of the 1 + 2 programme.</p>	
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<p><b>Collaborative Planning and Delivery</b></p>	<p>We have a well-planned transition programme involving three days relating to Numeracy, Literacy &amp; HWB.</p> <p>Our Cluster teachers meet with subject PT's.</p> <p>We hold Cluster Head Teacher Meetings to discuss our transition programme and to raise any concerns</p>	<p>This provides a continuity of learning through the transition stages.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Transition Days Programmes</li> </ul> <p>To ensure effective transition, cluster meetings are held on monthly basis to allow full and open lines of communication.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Cluster Agenda</li> <li>Cluster Minutes</li> </ul>	<p>9. To arrange for Primary language coordinators to meet with PT Modern Languages to work towards L3 launch for 2020.</p> <p>10.To arrange for the PT of Modern Languages to gather information from Cluster Primaries.</p> <p>11.To further develop curricular transition</p> <p>12.To establish more regular meetings.</p> <p>13.To embrace the use of Mosaic for pastoral information and for it to be used consistently across cluster.</p> <p>14.To establish the use of shared profiling.</p> <p>15.To increase Wider Achievement Opportunities/Children's University information across the school.</p>	
<p><b>Continuity and Progression in Learning</b></p>	<p>We effectively share data across all sectors.</p> <p>We make good use of tracking and monitoring.</p>	<p>The work completed on NGRT's has been provided to all staff for baseline data.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>TOWRE testing information from P7</li> </ul> <p>Our Learning Conversation Policy has been adopted across the school.</p> <p>Our Curriculum Reviews give information back to departments</p>	<p>16.To adapt the Learning Conversation Policy as required.</p> <p>17.To train English and Maths staff on the new standardised access merits (1<sup>st</sup> Nov 2017).</p>	

	<p>We have established an effective use of ABLe &amp; Single Child Plans.</p>	<p><b>highlighting effective use of Tracking and Monitoring.</b>  <b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Whole School Summary and Departmental Curriculum Reviews</li> <li>• Learning Conversation Policy</li> </ul> <p>Tracking and Monitoring Reports are issued at all levels. The House Teams meet regularly with pupils/parents to discuss any progress issues.  <b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• House Meeting Minutes</li> <li>• Pupils Reports</li> </ul> <p>ABLe and Single Child's Plans are used to inform staff of pupil needs and best strategies to support their learning.  <b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Single Child's Plans</li> <li>• ABLe Plans</li> </ul>	<p>18.To continue to train staff and encourage the use of ABLe plan across the school.</p>	
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2.7 PARTNERSHIPS	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<b>The Development and Promotion of Partnerships</b>	<p>Work has been ongoing between the school and CLD to produce an agreed set of 'Extended' SHANARRI outcomes.</p> <p>We have Partnership Agreements with key partners e.g. SDS and DEPs</p>	<p>The support for young people is more clearly defined.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Partnership Agreements</li> </ul>	<ol style="list-style-type: none"> <li>To extend this further with other key partners through time being set aside on Inset Day 2</li> <li>To review and evaluate the Partnership Agreement at the end of each session</li> </ol>	<b>4</b>
<b>Collaborative Learning and Improvement</b>	<p>We have developed strong partnerships over the last two sessions with Outward Bound (and Skillforce).</p>	<p>We have evidence of increased attainment for some groups of young people.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Attainment of Outward Bound Pupils</li> </ul>	<ol style="list-style-type: none"> <li>To meet with DCC statistics analyst to ratify our data and ensure clear and accurate presentation.</li> </ol>	
<b>Impact on learners</b>	<p>We have made use of partner agencies to widen the range of accreditation for our young people.</p>	<p>We have many examples to evidence our partnerships such as :</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Skillforce</li> <li>SQA employability</li> <li>Heartstart</li> <li>CLD</li> <li>Dynamic Youth Awards</li> <li>Outward Bound</li> <li>John Muir and SQA awards</li> </ul>	<ol style="list-style-type: none"> <li>To continue to develop partnerships with agencies which offer awards which are not currently provided in school.</li> <li>To continue to seek opportunities for our young people, especially those in SIMD 1-3, to access these opportunities</li> </ol>	

	<p><b>Most, but not all, of our current partnership working is very positive.</b></p>	<p><b>Our follow-up work with pupils who have participated in Outward Bound courses shows improved self-esteem, improved motivation and increased attainment.</b></p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"><li>● <b>Pupil Evaluations</b></li></ul>		
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3.3 INCREASING CREATIVITY AND EMPLOYABILITY	How well are you doing?  What's working well for your learners?	How do you know?  What evidence do you have of positive impact on learners?	What are you going to do now?  What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<b>Creative Skills</b>	<p>The Senior Phase Creative Industries and Sound Engineering courses are running for the first time. Links have been made with industries, including Bauer Media.</p> <p>We have made use of the "Apprentice/Dragon's Den" project with Tesco.</p>	<p>We have a healthy uptake for these new Senior Phase courses. Ten of our S5/6 pupils have been accepted for 'Mission Ambition'. Our young people will benefit from the links with these industries, gaining a better understanding as well as the opportunity to work on a 'real' project.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Insight Attainment Data</li> </ul> <p>The "Apprentice/Dragon's Den" project focused on entrepreneurship and creativity and feedback was extremely positive from both pupils and the business.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Workshop Leader's Response</li> <li>Pupils Evaluations</li> </ul>	<ol style="list-style-type: none"> <li>To continue to build and nurture the relationships with creative industries and businesses.</li> <li>To continue to emphasise the need to build and use creativity and entrepreneurship in preparing our young people for the world of work and future employment.</li> <li>To develop a structured evaluation form for next year.</li> </ol>	<b>4</b>
<b>Digital Innovation</b>	<p>St. Paul's was the first school in Dundee to pilot the "MyWoW Ambassador" programme and is now entering its 3<sup>rd</sup> year. This promotes the SDS live, interactive website with pupils, parents and staff, encouraging pupils to register and engage with the site, completing quizzes and finding out about various careers.</p>	<p>This programme builds the Ambassadors' self-esteem, time-management and communication skills as well as giving them the opportunity to work with employers and parents/carers. Pupils and staff have become more familiar with the use of MyWoW. More subject staff are using MyWoW within lessons and the number of pupils who have registered has increased.</p>	<ol style="list-style-type: none"> <li>To Continue to widen the MyWoW Ambassador programme, possibly also involving S3 or S4 pupils.</li> <li>To plan and implement a Transition project involving MyWoW and Ambassadors.</li> <li>To use S1 Careers Carousel follow-up as means of introducing and getting new S1 registered on MyWoW.</li> </ol>	

		<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Whole School Summary of Classroom Observations</li> <li>• Departmental Curriculum Reviews</li> <li>• Registration figures (The impact of this was not as great in the 2<sup>nd</sup> year, due there being no Registration)</li> <li>• Minutes of DM Meetings with DYW/Staff Audit</li> </ul>	<p>7. To offer further CLPL opportunities to teaching staff in Careers Education, next focusing on local Labour Market Information and Pathways.</p>	
<b>Digital Literacy</b>	<p>In an attempt to increase engagement and attainment in Numeracy all Maths BGE classes have a period of ICT to increase their digital literacy through numeracy. 3 class sets of Netbooks have also been purchased and utilised by departments across the school.</p>	<p>Pupils levels of engagement are increased and confidence in using ICT to deliver and create pieces of work whilst focusing on skills for life, learning and work.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• BGE Progression Tool</li> </ul>		
<b>Increasing employability Skills</b>	<p>Over the past 2 years, there has been increasing involvement from businesses and employers, with well-established links being formed with Apex Hotel, Tesco and Caledonia Housing. School staff also have a better understanding of employability skills and a staff audit identified areas in need of development.</p>	<p>Employers and businesses have taken part in Business Breakfasts, an Employer Engagement afternoon, a 'Working together' evening as well as subject specific lessons. All of these have given staff, pupils and parents/carers a better understanding of the modern day requirements from the world of work, thus helping the young people to be better prepared and supported.</p> <p>There have been more bespoke work experience opportunities for pupils arising from the relationships being built with employers and businesses.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Staff Audit</li> </ul>	<p>8. To further build relationships with employers and partners, feeding into the curriculum and helping to support our young people to make informed choices.</p>	

All pupils have regular 'Learning and attainment' meetings with their Guidance teacher where they discuss future aspirations and how they should best prepare for them.

We are currently working with the D&A DYW group on raising awareness of Care and health related careers across the curriculum S1-S6 as there will be many opportunities in this sector.

Over the past two years, all of our S3 cohort attend Dundee and Angus College for four workshops (Engineering, Retail, Hair & Beauty and Construction) over 2 mornings.

S1 Careers Carousel planned October 2017 to raise the aspirations of our youngest pupils and get them considering different careers as well as the behaviours that employers look for.  
S1 'Team Spirit' days, timetabled for April 2018  
S4 'Team Resilience' day, timetabled for May/June

**Evidence:**

- Interventions from Attainment Meetings

Evaluations carried out demonstrate that pupils enjoyed the taster workshops and changes have been made, based on pupil suggestions. Since starting the workshops, there has been a significant increase in the number of pupils applying for Senior Phase college courses.

**Evidence:**

- Pupils Evaluations of workshops.
- Senior Phase College Uptake

This allows pupils to experience the college environment, doing some creative and practical sessions, supported by school staff. This project is also designed to challenge gender stereotypes.

**Evidence:**

- Pupil Evaluations

## 9. Plan do and review these events

10. To continue the workshops but start them prior to Christmas to allow the majority of pupils to experience them prior to making their subject choices

	<p>We run a full 'Alternative Timetable' for pupils who are not sitting any National 5/Higher exams during the main diet of SQA exams in May. This timetable gives the young people – some of whom are at most risk of not going on to a sustained positive destination - a dedicated timetable with opportunities to work directly with employers, college and other 3<sup>rd</sup> sector partners as well as practical activities delivered by staff in school.</p> <p>We have developed very positive links with Outward Bound and most recently 36 of our young people and 3 members of staff participated in a 5 day residential where Employability was highlighted at the centre of everything they did. The five 'C's were referred to on a daily basis – Creativity, Connectivity, Communication, 'Can do' attitude and Caring.</p> <p>In June 2017, St. Paul's was given the 'Social Enterprise in Education' award. This was for the company 'SPCS' – St. Paul's Cycling Services which was run by S6 pupils and had S4's as mechanics.</p>	<p>Feedback from the young people – both in evaluation forms and informally – suggests that they greatly appreciate the effort made to deliver them a unique timetable and attendance has increased as a result. They have the opportunity to work on their CVs, have mock interviews, learn about how to keep themselves safe on line and also experience 2 college visits.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Pupil Evaluations</li> </ul> <p>All 36 pupils gained the 'Challenge and Adventure' award, SCQF Level 5, as well as the John Muir Trust 'Discovery Award'.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Pupil and Parent Pre- course Questionnaires</li> </ul> <p>This gives the perfect forum for the pupils to develop their creativity, entrepreneurship and employability skills.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Being awarded the official status.</li> <li>• The S4 pupils are now in S5 and passing on their skills to younger 'apprentices' in S3 and S4.</li> </ul>	<ol style="list-style-type: none"> <li>11. To continue to run the timetable, noting suggestions made by the young people.</li> <li>12. To do follow up work with pupils, tracking them and carrying out post course evaluations.</li> <li>13. To identify opportunities and encourage the participants to involve themselves in the wider life of the school and local community, where they can demonstrate the skills and qualities they built during the residential.</li> <li>14. We need to recruit new senior pupils to run the business side of things and to ensure that the business runs a profit.</li> </ol>	
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