

## Standards and Quality Report 2016-17

School Name: Trinity High School



### Context of the school:

Trinity High School is a Catholic Comprehensive Secondary School with a roll of 1023 and a teaching complement of 70.9, including three pilot area cover teachers and 0.6 Behaviour Support. The school serves a wide geographical area which includes the communities of Rutherglen, Cambuslang and Carmyle. We serve seven associated Primary Schools and four local parishes.

Our values are based on Catholic, Christian traditions and we believe strongly in equality, fairness, developing positive relationships within our school and the wider community and the development of positive attitudes among pupils. We believe our school is open and welcoming to the community we serve. As a school we are also fortunate that we have a dedicated Parent Council and a very hard working Parent Teacher Association.

#### **It is the intention of Trinity High School to offer all pupils education of the highest quality by:-**

1. Fostering a community of faith whereby all pupils are informed of the teaching of the Christian Catholic tradition and are encouraged to celebrate their faith through prayer and the sacraments of the Church.
2. Encouraging and enabling each student to achieve his/her full potential.
3. Promoting the intellectual, physical, spiritual and emotional development of the individual by encouraging responsible and cooperative attitudes.
4. Promoting partnership with pupils, parents, staff and the wider community.
5. Providing a secure, stable, disciplined environment in which effective learning and teaching can take place.
6. Providing a range of courses/experiences which satisfy the individual needs of pupils regardless of age or aptitude.
7. Ensure equality of opportunity.
8. Providing coherence, progression and continuity in the curriculum to meet national and local authority policies.

Our catchment area is very mixed and includes areas of major deprivation with 41% of our cohort in SIMD 1 and 2, and 62% in deciles 1 to 5. Over recent years poverty levels have been significant with the number of pupils receiving free school meals at 184. In addition we have a small number of pupils from minority ethnic backgrounds (116).

This session has presented a number of challenges surrounding staffing with 5 long term staff absences, (including SLT), 2 long term unfilled vacancies, and difficulties securing area cover teachers.

## 1.1 Attainment data - national, local, school and stage context

National Improvement Framework - Attainment of Curriculum for Excellence levels 2015/16  
National, Authority and School Level data

S3: Percentage Achieving Third Level or better				
School	Reading	Writing	Listening & Talking	Numeracy
Trinity High	71.8	72.4	73.0	71.8
SLC	89.3	88.5	90.8	86.1
National	86.0	84.3	86.7	85.8

## 1.2 Predicted Attainment

National Improvement Framework - Attainment of Curriculum for Excellence levels 2016/17

S3: Percentage Achieving Third Level or better				
School	Reading	Writing	Listening & Talking	Numeracy
Trinity High	81.42	81.42	81.97	73.77

## 1.3 Insight National Benchmark Measures

### 1.3.1 National Benchmark Measure: Percentage of Leavers Attaining Literacy and Numeracy

Establishment	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort	THS v VC	
					% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy
Trinity High School	2016	86.31	58.33	168		
Virtual Comparator	2016	87.5	66.49	1680	-1.19	-8.16
South Lanarkshire	2016	87.27	62.05	3481		
National	2016	88.06	64.21	52249		
Trinity High School	2015	82.72	53.7	162		
Virtual Comparator	2015	85.12	57.16	1620	-2.4	-3.46
South Lanarkshire	2015	85.71	60.48	3274		
National	2015	85.76	58.62	52433		
Trinity High School	2014	73.47	42.35	196		
Virtual Comparator	2014	77.09	49.69	1960	-3.62	-7.34
South Lanarkshire	2014	82.24	55.95	3344		
National	2014	81.24	55.29	51335		
Trinity High School	2013	83.43	55.8	181		
Virtual Comparator	2013	78.45	47.57	1810	4.98	8.23
South Lanarkshire	2013	79.18	54.71	3334		
National	2013	77.92	52.47	51632		
Trinity High School	2012	77.42	48.39	155		
Virtual Comparator	2012	74.71	49.42	1550	2.71	-1.03
South Lanarkshire	2012	78.31	56.35	2868		
National	2012	76.69	52.23	49744		

### 1.3.2 National Benchmark Measure: Percentage of School Leavers in a Positive Destination

Establishment	Year	% of Schools Leavers in a Positive Destination	Number in Cohort	THS v VC
Trinity High School	2015/16	94.05	168	
Virtual Comparator	2015/16	92.62	1680	1.43
South Lanarkshire	2015/16	94.05	3481	
National	2015/16	93.33	52249	
Trinity High School	2014/15	96.3	162	
Virtual Comparator	2014/15	92.1	1620	4.2
South Lanarkshire	2014/15	93.13	3274	
National	2014/15	93.02	52433	
Trinity High School	2013/14	91.84	196	
Virtual Comparator	2013/14	90.51	1960	1.33
South Lanarkshire	2013/14	92.28	3344	
National	2013/14	92.52	51335	
Trinity High School	2012/13	90.06	181	
Virtual Comparator	2012/13	90.17	1810	-0.11
South Lanarkshire	2012/13	89.11	3334	
National	2012/13	91.71	51632	
Trinity High School	2011/12	91.61	155	
Virtual Comparator	2011/12	90.06	1550	1.55
South Lanarkshire	2011/12	89.78	2868	
National	2011/12	90.13	49744	

### 1.3.3 National Benchmark Measure: Improving Attainment for All

Establishment	Year	All Leavers (Complementary tariff score)			Number in Cohort	THS v VC		
		Lowest attaining 20%	Middle attaining 60%	Highest attaining 20%		Lowest attaining 20%	Middle attaining 60%	Highest attaining 20%
Trinity High School	2016	130	622	1191	168			
Virtual Comparator	2016	144	667	1293	1680	-14	-45	-102
South Lanarkshire	2016	141	633	1225	3481			
National	2016	145	631	1266	52249			
Trinity High School	2015	112	554	1096	162			
Virtual Comparator	2015	137	574	1186	1620	-25	-20	-90
South Lanarkshire	2015	128	623	1227	3274			
National	2015	142	610	1255	52433			
Trinity High School	2014	110	424	1072	196			
Virtual Comparator	2014	111	492	1181	1960	-1	-68	-109
South Lanarkshire	2014	119	571	1200	3344			
National	2014	134	589	1243	51335			
Trinity High School	2013	131	517	1095	181			
Virtual Comparator	2013	128	495	1158	1810	3	22	-63
South Lanarkshire	2013	110	547	1197	3334			
National	2013	124	560	1240	51632			
Trinity High School	2012	125	505	1108	155			
Virtual Comparator	2012	118	506	1189	1550	7	-1	-81
South Lanarkshire	2012	109	598	1207	2868			
National	2012	118	562	1236	49744			

### 1.3.4 National Benchmark Measure: Attainment versus Deprivation 2015/16

Establishment	Average Tariff Score										Number in Cohort
	SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10	
Trinity High School	601	794	585	787	963	958	983	1017	1502	1183	168
Virtual Comparator	600	767	743	894	1048	1085	1030	1230	1347	1392	1680
National	589	661	719	796	854	935	987	1062	1149	1301	52249
THS v National	2%	20%	-19%	-1%	13%	2%	0%	-4%	31%	-9%	

### 1.3.5 Breadth and Depth - All Leavers 2015/16

#### Trinity High School

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Number in Cohort
1 or more	98.81%	98.81%	98.81%	97.02%	83.33%	67.86%	23.81%	168
2 or more	97.62%	97.62%	97.62%	94.05%	79.76%	60.12%	6.55%	168
3 or more	97.02%	97.02%	97.02%	90.48%	75.00%	49.40%	1.79%	168
4 or more	95.24%	95.24%	95.24%	88.69%	70.24%	39.88%	0.60%	168
5 or more	92.86%	92.86%	92.86%	86.90%	63.10%	31.55%	0.00%	168
6 or more	91.07%	91.07%	91.07%	83.93%	53.57%	17.26%	0.00%	168
7 or more	86.90%	86.90%	86.90%	79.76%	47.02%	8.93%	0.00%	168
8 or more	80.95%	80.95%	80.95%	73.21%	38.69%	0.60%	0.00%	168
9 or more	55.95%	55.95%	55.95%	51.19%	23.21%	0.00%	0.00%	168
10 or more	33.33%	33.33%	33.33%	28.57%	9.52%	0.00%	0.00%	168

#### Virtual Comparator

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Number in Cohort
1 or more	98.15%	98.15%	98.15%	96.55%	87.32%	69.29%	23.75%	1680
2 or more	96.61%	96.61%	96.61%	94.64%	80.48%	59.23%	10.48%	1680
3 or more	95.06%	95.06%	95.06%	92.32%	75.24%	51.96%	3.39%	1680
4 or more	93.87%	93.87%	93.87%	90.36%	70.24%	45.89%	0.36%	1680
5 or more	91.37%	91.37%	91.31%	86.96%	63.10%	36.43%	0.00%	1680
6 or more	87.56%	87.56%	87.50%	82.44%	54.88%	24.94%	0.00%	1680
7 or more	78.15%	78.15%	77.98%	73.75%	44.94%	12.38%	0.00%	1680
8 or more	61.90%	61.90%	61.85%	58.75%	31.96%	4.17%	0.00%	1680
9 or more	41.49%	41.43%	41.31%	38.10%	19.05%	0.71%	0.00%	1680
10 or more	23.33%	23.27%	23.21%	21.13%	8.33%	0.12%	0.00%	1680

## Analysis of Attainment Gap

### 1.1/1.2 Attainment data - national, local, school and stage context

There is a steady increase in the percentage of pupils achieving Level 3 Literacy and Numeracy by the end of S3. Teaching staff have increasing confidence with the moderation and judgement of each pupils' achievement of a level. Effective approaches to the teaching and learning of Literacy and Numeracy outcomes, supported by Attainment Challenge funding is helping develop our pupils' literacy and numeracy skills across all areas of the curriculum.

### 1.3.1 National Benchmark Measure: Percentage of Leavers Attaining Literacy and Numeracy

Figures for 2016 in this area indicate significantly lower attainment for leavers attaining Level 5 Literacy and Numeracy at S4/5/6 exit points. Attainment figures in this area have been below our virtual comparator since 2014. Further analysis of data in this area highlights specific target areas for improvement as:

- S4 males and females - Level 5
- S5 males - Level 5
- S6 females - Level 5

### 1.3.2 Percentage of School Leavers in a Positive Destination

Data over the last 5 years indicates a positive trend for our leavers reaching a positive destination, with the exception of 2012/13 when our rate, despite being higher than the national average, was slightly below our virtual comparator school. Our target in this area is to continue to support our pupils by providing appropriate curricular pathways towards reaching a positive destination at the appropriate stage.

### 1.3.3 Improving Attainment for All

Analysis of the data in this area indicates that performance of all 3 attainment cohorts has increased from 2015 to 2016 but is below our virtual comparator school over the past 3 years. More detailed analysis in this area highlights that S6 girls in the highest 20% attainment cohort and S5 boys in the lowest 20% attainment cohort are the groups that are contributing most significantly to the our negative trend. Pupils in SIMD 1/2 are performing better than our comparator school.

### 1.3.4 Attainment versus Deprivation

Analysis of data in this area indicates a strong performance in the attainment of our combined S4/5/6 lower decile pupils. More detailed analysis shows this trend over the past 3 years.

Further analysis indicates that the difference between the average tariff scores of our S4 SIMD 1/2 and 9/10 cohorts has remained consistent over the past 3 years and above our comparator schools in this case.

For our S5 cohort, this difference has been steadily reducing, however caution should be used in interpreting this as an improvement in attainment as pupil numbers in deciles 9/10 is consistently low and average tariff points in these deciles has been variable over the last 3 years.

Analysis of S6 data in this area indicates that the difference between the average tariff scores of SIMD 1/2 and 9/10 cohorts is increasing, however lower decile tariff scores have improved by 33% over a 3 year period.

### 1.3.5 Breadth and Depth

Figures for 2016 in this areas indicate the pupils studying 1, 3 or 5Hs performed below our virtual comparator school. However more detailed analysis of the S5 data in this area shows overall a strong performance from our 1, 3 and 5H pupils; outperforming our virtual comparator school in all three measures. Analysis of this data highlights our S5 boys studying 1 Higher and S6 girls studying 1 N5 as cohorts to focus on for improvement in this area. At Advanced Higher level, both boys and girls studying 1 AH compare favourably against our comparator school. However the number of pupils opting for 2 or more AH falls below our comparator school.

## Overall quality of our learners' achievements

### Highlights of session 2016-17

- S5 SQA exam results were very strong. Indeed the Higher Results were the best in the school's history, outperforming all our comparator schools. There was also significant and notable success at National 5, and Advanced Higher Students continue to perform well.
- Thirty Satire Awards were gained.
- 20 Pupils have gained Duke of Edinburgh awards.
- Bearing witness to the Catholic vision of our school we raised - £276 for Cancer Relief; £600 for the Arc to Arch Appeal; £135 for the Poppy Appeal and £200 for St Andrew's Hospice. There was fundraising for the Mark Scot Leadership for Life Award and £6000 was raised during our Lenten Appeal alongside over £250 in goods in kind which were distributed to local, national and international charities. We continue to support the street children in Columbia and again we sent two Helpers to Lourdes. The SVP grows from strength to strength, helping out with the homeless and refugees in the Ozanam Centre in Glasgow. Two pupils visited Auschwitz as part of the "Lessons from the Holocaust" Programme and other pupils made a significant contribution to the authority's Holocaust Memorial Event. 135 boxes were collected for the Shoe Box Appeal. Twenty-eight pupils gained Caritas Awards offering incredibly positive and powerful witness to their faith. The emergency appeal and Advent Appeal for the local foodbanks led to a combined donation of 1841 items helping those in need in our own community. The Mentors in Violence Programme continues to draw positive publicity to the school.
- On the sporting front - we had Scottish internationalists in Football, Athletics, Boxing and Snooker. In football at U18 level we had five pupils in the Lanarkshire squad, two in the Scotland squad, and one who represented his country in three internationals including against England in the Centenary Shield. We had three pupils in the U15 Scottish Women's Football Squad. Our Under 18 Football Team won both the League Final and the Hannah Cup completing a league and Cup double beating the best of both North and South Lanarkshire and dominating their league throughout the season. In Athletics, we continue to punch above our weight with both our S3 Girls team and our S1 Boys' team medalling in the road Race Championships. We also gained seven medals at the South Lanarkshire Cross Country event including Gold for the Senior Girls' Team. We are also looking to perform well at the South Lanarkshire Council Athletics' Finals where over 50 young people will take part. One of our pupils won the Cambuslang and Rutherglen "Young Sporting Male of the Year" and another the "Young Volunteer Merit Award".
- Extracurricular awards and events include – Winners of The Scottish National Investment Challenge; winners of the "Society of Cosmetics Scientists' Annual Competition; winners of the S1 University of Glasgow's Science festival; winners of the South Lanarkshire "Go4 set" competition and won bronze at the National Final; winners of the Inspiring Enterprise competition. There have been many trips to many destinations including London, Madrid, to Cern in Switzerland, and the Etihad Stadium. The development of the eco garden and the arrival of the bees attracted widespread media attention including appearing on the BBC's Countryfile. Pupils have also taken part in various competitions, Camglen Radio Programmes, Science Centre Trips, News Programmes, Health Days, Enterprising Maths Competitions, Maths Challenge Competitions, Masses, Retreats, Conventions, Presentations, inter faith assemblies, showcase events, environmental and science projects, community activities, educational trips, theatre productions, and talks. For many people, the highlight was the Christmas Concert and Pantomime "Hansel and Gretel" and the school show "Footloose".





**Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community.**

Teaching Staff	Inset Days, Team Meetings, Internal Professional Learning Programme, Discussion Papers, Working Groups, NIF/HGIOS 4 self-evaluation, Individual meetings, personal responses, Staff Questionnaire.
All Staff	Meetings, Draft Papers, Memos, Staff Questionnaire.
Principal Teachers	Stewardship Meetings, Middle Managers Leadership Meetings, SLT Focus Papers, Discussion Papers, Summary of Good Practice and Classroom Visitation, Internal Professional Learning Programme.
Senior Staff	SLT Meetings, Papers, Individual discussions.
Primary Head Teachers	Learning Community Management Team (LCMT) Meetings, Papers, Progress Reviews, Joint Initiatives.
Pupils	School Captains Groups, Pupil Council, Regular and Special Assemblies, PSE Sample Groups, Sixth Year Meetings, Pupil Surveys, S3 Buddies, Saltire Awardees, MVP and so on.
Parents	Website, Twitter, Parent Council, Parents' Consultation Evenings, Parents as Partners Evenings/Focussed Events, "You Said, We Did Campaign." ASG/JAT etc. Parent Questionnaire, Adult Learning Sessions, Coffee Mornings.
P7 Parents	Open Meeting with presentations by Staff and Parents on topics of School Ethos, Raising Attainment, Curricular Information, Parental Engagement, Social Inclusion and School Activities/Active Schools Programme.
Business Partners	Curricular inputs, DYW initiatives, Individual Discussions, Meetings, Attendance at Parent Evenings.
External Agencies	SLC Staff, Multi-agency Support, Individual Discussions, Meetings.
Head of Education	Regular Discussions, LCMT Meetings.

Parent Council statement:

"We all recognise the endeavour and passion demonstrated by Mr Bollen and all his teaching staff in providing an establishment which underpins the development of our children in their important teenage years. We have all witnessed your unique blend of support and encouragement, and are delighted with the outcome and results. We heard this year of the Developing Young Workforce initiative, and your commitment to making this work for our children. The list of partners is wide-ranging and very impressive. Add to this the range of activities, both within and outwith the school, the charitable fundraising and foodbank efforts, Duke Of Edinburgh, Saltire, Caritas, sporting leadership and achievements, wonderful Christmas and end-of-term shows, and finally, high-profile award ceremonies which totally fill The Street with the glowing faces of pupils and parents alike. It is obvious that this school and our children are in extremely good hands."

Liam Cowe – Chair of Trinity High School Parent Council

1<sup>st</sup> June 2017

## Review of SIP progress session: 2016-17

### Priority 1: Raising Attainment/ Recognising Achievement

#### National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;

#### National Improvement Framework Key Drivers

- Assessment of children's progress
- Performance information

#### HGIOS 4 QI: 1.2, 2.2, 2.3, 3.2

#### Progress and Impact:

- Various interventions have been developed, implemented and evaluated utilising Attainment Challenge funding: Reciprocal Reading; Whole School Novel; Literacy, Numeracy and Science Skills enhanced transition programmes; Adult Literacy and Numeracy Classes; Use of ICT to support Numeracy Skills; Comprehensive Supported Study and Easter School targeted at specific individuals/groups of pupils; vocational courses to broaden the curricular pathways available to our pupils.
- Staff have increasing confidence in accessing and interpreting tracking and monitoring data, including Insight to identify target groups and plan interventions to support them: Pupils in SIMD deciles 1 and 2 have been identified and targeted; Pupils undertaking 5, 3 or 1 Higher; tracking data has been used to deliver targeted supported study to identified pupils.
- Figures for pupils achieving Level 3 or better indicate an improvement approximately 2% for Numeracy and approximately 10% across the three Literacy elements between 2016 and 2017.
- Senior Phase attainment data indicates a strong performance in S4 and S5 results with pupils in all three attainment cohorts (20:60:20) outperforming comparator schools.

#### Next Steps:

- Continuation of Attainment Challenge interventions to support and improve the attainment of our most disadvantaged pupils.
- Development and implementation of Pupil Equity Funding interventions to deliver the priorities and aims of the National Improvement Framework, with a specific focus on literacy and numeracy skills of SIMD 1 and 2 pupils from S1 to S3.
- Focus on the attainment of specific S5/S6 pupils, particularly S6 females studying at N5 Level and S5 boys studying one Higher.
- Further develop a whole school BGE tracking system to provide more robust information about the progress for our pupils at this stage.

## Priority 2: Meeting Learners Needs

### National Improvement Framework Key Priorities

- Improvement in children and young people's health and wellbeing

### National Improvement Framework Key Drivers

- Parental engagement

### HGIOS 4 QI: 2.1, 2.4, 2.7, 3.1, 3.2

#### Progress and Impact:

- Various interventions have been developed, implemented and evaluated utilising Attainment Challenge funding and informed by data gathering: Nurture training for 9 staff; Establishment of a Positive Mind-set group; Outdoor education; Family Cookery Session; Family Numeracy Classes; Transition Cake Baking Sessions; Breakfast Club; Heart Start First Aid training for Parents; Parents' Coffee Mornings; Enhanced Summer Transition.
- Parental coffee mornings have taken place and parents of our 'Nurture' pupils have actively participated. Our 'hard to reach' parents have increased their involvement in the life of the school with some parents attending other events, such as our Christmas Fayre. Through discussion with parents they feel more confident in supporting their child's learning.
- Our breakfast club has been a success with pupils (particularly those in SIMD 1 + 2) attending. Pupils feeling full, with their basic needs met, has led to an increase in their motivation for learning. Many who were regularly late are now arriving at school early. Providing breakfast snacks and drinks are helping reduce the effect of poverty on our most disadvantaged pupils.
- Three cookery sessions were offered and attended by families of pupils in SIMD 1 + 2 - at these sessions families prepared and enjoyed a meal together. This has led to an increase in their knowledge of a healthy diet and basic culinary skills. From discussion with parents and pupils it is evident that the cookery sessions have given families an opportunity to share, bond, and work together.
- A number of families participated in the Heart Start first aid training. Following this, pupils and parents/guardians were then given the opportunity to receive their First Aid and Emergency First Aid at Work certificates.
- A total of nine staff will receive accredited training provided by the Nurture Group Network. This took place over three days in May. Staff will be required to submit a written assignment as part of this training. Our learning community high schools and associated primaries have also signed up to these training events following various visits to Trinity High School to observe good practice.

#### Next Steps:

- Continuation of Attainment Challenge interventions to support and improve the Health and Wellbeing of our most disadvantaged pupils.
- Development and implementation of Pupil Equity Funding interventions to deliver the priorities and aims of the National Improvement Framework, with a specific focus on the health and wellbeing of SIMD 1 and 2 pupils from S1 to S3.
- Continue to use pupil attitudinal surveys to identify and target pupils who require intervention and to measure the impact of these interventions.

## Priority 3: Skills for Learning, Life and Work

### National Improvement Framework Key Priorities

- Improvement in employability skills and sustained positive school leaver destinations for all young people.

### National Improvement Framework Key Drivers

- Parental engagement
- School improvement
- Performance information

### HGIOS 4 QI: 1.1, 1.4, 1.5, 2.5, 2.6, 2.7, 3.2, 3.3

#### Progress and Impact:

- Various vocational courses have been developed and introduced to enrich the curricular pathways and meet the needs of all our pupils, including: Travel & Tourism; Scottish Studies; Certificate of Work Readiness; Lab Skills; Cosmetology; Sports Leadership; Employability Enterprise; Practical Electronics.
- Appointment of DYW coordinator to take forward various responsibilities: development of newsletter for distribution to parents; Survey for collation of Parental views on development of Senior Phase Curriculum; Support DHT to plan and deliver a Careers Convention; Up-grade of DYW webpage; Planning and delivery of The Rapid Response Engineering Challenge
- My World of Work (MWoW) Ambassadors lead tutor lessons on Career Management Skills MWoW Profile Creation and Skills builder to highlight positive destinations.
- Various events/initiatives to support skills for learning, life and work have been delivered: Primary STEM Event/ Marriott Hospitality; S6 Students as Leaders; New Foundation Apprenticeships; series of tutor/PSE lessons produced to promote Apprenticeship Week; Carillion Construction – Trinity & Stonelaw pre-foundation apprenticeship event; Robertson Construction presentation to S5/6 promoting apprenticeship opportunities; SKY-Female Engineer Apprentice to be booked to deliver talks on her experiences to S5/6. (STEM Gender Gap).
- Trinity High School continue to build on our strong Positive Destination figures. Impact can also be measured by the number of pupils actively involved in the various programmes/opportunities that have been procured: applications from 7 pupils (inc 1 female) for Robertson Construction; 7 Students undertraining Higher Psychology at SL College; 1 Student undertaking construction; 6 students undertaking pre-foundation apprenticeship in Financial Services; Sky Academy visits for 15 pupils; Sky Academy work experience 2 weeks during exam timetable May 2017; 6 Students undertaking work experience placements in associated primary schools; 40 Students undertaking DoE; 4 members of staff fully trained in Mentors in Violence Prevention (MVP); 32 S6 pupils have completed 2 day training programme including Child Protection training; All 204 S1 pupils have been involved in 4 mentoring sessions from S6 pupils who will gain accreditation via Saltire award.

#### Next Steps:

- Continuation of Attainment Challenge interventions to support and improve the employability skills and sustained positive school leaver destinations for all young people, with a specific focus on pupils in SIMD 1 +2.
- Continuation of DYW post to champion the skills for learning, life and work priority, with a view to improving and sustaining our positive destination rate above 94%.

## Priority 4: Professional Learning

### National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

### National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

### HGIOS 4 QI: 1.1, 1.3, 1.4

#### Progress and Impact:

- An effective staff review process for teachers is embedded into practice to ensure that the learner's experience is enhanced. It identifies staff's skills/strengths and sets goals to focus needs in the context of professional learning. All staff are involved in a range of differing forms of PL – for example, professional discussion with colleagues, and courses run by authority and by external providers. This is enhanced by an in-house menu of opportunities delivered by staff in the school. The culture of leadership is strong with staff leading a wide range of important aspects of school life. 22 collaborative working groups involving 60 staff operate in the school thus developing distributed leadership, sharing good practice and advancing school targets. Staff are actively involved in authority network meetings, 5 of which are led by Trinity Staff. Staff routinely engage in opportunities to work with colleagues and share good practice. A number of staff also act as verifiers for the SQA.
- Staff have increasing confidence in the use of GTCS Standards and self-evaluation tools to identify their own professional development needs; almost all staff are engaging with the PRD process and utilising feedback.
- Data collated from evidenced based self-evaluation structured around NIF drivers and HGIOS QIs is triangulated and provides evidence of impact and next steps.
- Staff engagement with CLPL is having an increased impact on the teaching and learning outcomes for our learners evidenced through direct lesson observations and Learning Rounds. Two staff are currently undertaking SCQF11+ qualifications.

#### Next Steps:

- Continue to build staff engagement with CLPL and explore the possibility of working collaboratively with our learning community schools to extend the range of opportunities.
- Continue to engage with self-evaluation activities, structured using the NIF drivers, to develop teacher professionalism within the classroom and further improve the teaching and learning experiences of our pupils with a particular focus on 'Pupil Feedback' to impact on attainment.
- Plan, implement and evaluate PEF initiatives which promote professional learning and leadership.

## Priority 5: Leadership (Change and Improvement)

National Improvement Framework Key Priorities	National Improvement Framework Key Drivers
<ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in children and young people's health and wellbeing; and</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership</li> <li>• Parental engagement</li> <li>• School improvement</li> <li>• Performance information</li> </ul>

### HGIOS 4 QI: 1.1, 1.2, 1.3, 1.4

#### Progress and Impact:

- Staff Leadership: A large proportion of staff are leading initiatives/priorities in various areas including Attainment Challenge interventions; Majority of staff are members of one or more working group; QA assurance activities are embedded and ongoing; The Teaching & Learning group have conducted a number of Learning Rounds; good practice identified and shared; Internal CLPL programme has commenced with various staff contributing; Approximately 60 engagements with external CLPL courses.
- Pupil Leadership: SSVP group for S3/4 progressing well with 20 pupils identified and participation in the group activity; SSVP Group visits to the Ozanam Centre and taking ownership of the Food bank Initiative; Twenty-eight pupils gained Caritas Awards; My World of Work Ambassadors assisting with the creation and delivery of Tutor lessons.
- All middle and senior leaders are now adopting a strategic approach to improvement planning, including the use of data and intelligence to define stretch aims and operational plans.

#### Next Steps:

- Continue to utilise the GTCS standards for Leadership and Management to enhance the capacity of our aspiring leaders.
- Continue to foster a culture of self-evaluation which promotes professional values and commitment, which in turn contributes to personal and whole school improvement.
- Continue to seek and provide leadership opportunities for all staff at all levels which will contribute to their professional knowledge and capacity to effectively contribute to improving the quality of teaching and learning and achieving excellence and quality for all pupils.
- Continue to seek and provide leadership opportunities for pupils which will develop their confidence in applying their skills in unfamiliar contexts, enhancing their profile and contribution to the school.
- Further develop staff knowledge and understanding of strategic approaches to improvement planning.

## Priority 6: Developing in Faith

### National Improvement Framework Key Priorities

- Improvement in children and young people's health and wellbeing.

### National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

### HGIOS 4 QI: Theme 2 Characteristic B

#### Progress and Impact:

- Pupil feedback indicates that they feel involved and valued as members of the school community.
- The Promoting Positive Behaviour strategy /core values has been utilised to minimise disruption and lead to enhanced and improved learning and teaching within the dept and school, resulting in a reduction of referrals.
- Staff and pupils work together to enhance the mission and values of the shared vision in the Catholic School, including displaying pupil created Values Poster.
- Staff have increased confidence in delivering prayer based experiences within the classroom, their witness has improved the experience for young people of faith and no faith.
- Staff and pupils have an increased understanding of the history and tradition of the Liturgical year and the significance to others.

#### Next Steps:

- Increased parental engagement with the spiritual formation and celebration of Mass within the school community.
- Staff engaged in retreat experience enhancing partnerships with other agencies and a shared experience of prayer and liturgy.
- Prayers prayed by senior students to use in House assemblies/Tutor classes.
- Proposed use of Net Ministries to provide an enhanced programme of retreats for S2 group, with a specific focus on pupils in SIMD 1+2.
- Implementation of the DIF theme: Celebrating and Worshiping.

Quality Indicator	Key Strengths	Areas for Development	School Self-Evaluation
<p>1.1 Self-Evaluation for Self-Improvement</p>	<ul style="list-style-type: none"> <li>• Collaborative approaches to self-evaluation, aligned with NIF priorities and drivers.</li> <li>• Increasing engagement with and analysis of local and national data to inform improvement targets.</li> <li>• Increasing focus on measures and impact of professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to increase involvement with a range of partners across our learning community.</li> <li>• Further develop approaches to moderation in light of the recently published CfE Benchmarks</li> </ul>	<p>4 (Very Good)</p>
<p>1.3 Leadership of Change</p>	<ul style="list-style-type: none"> <li>• Most staff have a very clear understanding of the social, economic and cultural context of the local community of current educational policy. They use this knowledge well to shape the vision for the school.</li> <li>• Most staff are clear on the schools strengths and areas for development based on a range of evidence.</li> <li>• Most staff are committed to change which results in improvements for learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop strategies to guide the strategic direction and pace of change to ensure sufficient time for embedding improvements.</li> <li>• Increase opportunities for sharing good practice within the school</li> </ul>	<p>4</p>
<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> <li>• The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.</li> <li>• Learners' achievements in and out of school are recognised. Most pupils understand how these achievements help them develop knowledge and skills for life, learning and work.</li> <li>• Most learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop a whole school BGE tracking system to provide more robust information about the progress for our pupils at this stage.</li> <li>• Provide a focus on improving the quality of learner feedback to help develop their understanding of their progress in learning and what they need to do to improve.</li> <li>• Greater consistency in performance within and across departments.</li> </ul>	<p>3</p>



<p><b>3.1</b> Ensuring wellbeing, equity and inclusion</p>	<ul style="list-style-type: none"> <li>We ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</li> <li>We have a curriculum that is shaped around Gospel Values which develops and promotes equality and diversity and eliminate discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>All staff and partners take due account of the changes to the Children and Young People (Scotland) Act legislative framework related to wellbeing, equality and inclusion.</li> </ul>	4
<p><b>3.2</b> Raising attainment and achievement</p>	<ul style="list-style-type: none"> <li>Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement towards raising attainment.</li> <li>Almost all young people are successful in moving on to a sustained positive destination on leaving school.</li> </ul>	<ul style="list-style-type: none"> <li>Develop strategies to improve teachers' confidence in making teacher judgments together with benchmarking and assessments data towards making improvements in attainment.</li> </ul>	3

**Overall impact of establishment's actions to improve excellence and equity (PEF)**

**Amount allocated:** £0 – (£120k allocation for session 2017-18)

How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?
<p><b>(High level paragraph addressing the three questions)</b></p> <p>The Scottish Attainment Challenge along with the National Improvement Framework and HGIOS 4 is providing a new level of clarity about our collective whole school priorities for closing the attainment gap in Trinity High School. As we move forward with incorporating PEF into our improvement planning, alignment of both these funding streams with the main drivers within NIF are key to securing that improvement. PEF will give us an opportunity to continue to build upon the improvements being made under SAC with a more strategic and effective focus on improving attainment for our most disadvantaged pupils in literacy and numeracy across all areas of the curriculum and on developing our pupils' health and wellbeing. Our commitment to self-evaluation, use of our data, involvement of our parents and partners will ensure that PEF planning will complement our SAC interventions to ensure highly effective outcomes for our learners. Notwithstanding this, staffing difficulties and changes preclude the possibility of this being spent.</p> <p>Contextual analysis of our data from various sources including Insight, SQA results and pupil attitudinal data indicates that specific and targeted interventions with a focus on Literacy and Numeracy are having an impact. To this end our improvement planning priorities, incorporating PEF include:</p> <ul style="list-style-type: none"> <li>Development and implementation of one additional Numeracy and one additional Literacy class per week for S1 pupils.</li> <li>Promoting social and emotional wellbeing through the provision of a range of targeted physical activity programmes and mental health resilience.</li> </ul>		

- Improvements in teaching and learning experiences for our pupils by providing teaching staff with opportunities to further develop innovative approaches to their pedagogy through professional learning, sharing good practice from class visits/learning experiences, and working with learning community colleagues, with a particular focus on 'feedback'.
- Improvements in teaching and learning experiences for our pupils by providing and making effective use of resources to support learning, including digital learning.
- Support our most disadvantaged pupils with the essential resources to prepare them for learning, including uniform/PE kit.
- Further development of an effective whole-school BGE tracking system. Development of a process to support the effective use of the data that it provides, including PL sessions to staff on data use/interpretation.
- Further develop our whole school approach to the use of Insight, the analysis of the data within and using this to develop effective interventions.

The above proposals and those delivered in year 1 of SAC all factor in sustainability in the building of capacity of staff and improvements to the learning environment and curriculum for our learners. Where impact is measured and proved then these interventions and approaches are valued and shared as good practice, for example our Nurture Base. PEF and its delivery over the next 3 to 4 years will provide financial sustainability. Factored into our planning is an element of building the skills and capacity in parents to improve their own Literacy and Numeracy to better support their children in the longer term. This include giving parents advice on how to support their children's learning at home.

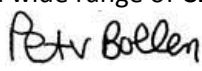
### Overall evaluation of establishment's capacity for continuous improvement

Trinity High School is fully committed to the continuous improvement of the learning, attainment and achievement of our young people. Our priorities echo the aims and key drivers set out in the National Improvement Framework publication. This has increased our focus on tackling the gap that exists in attainment between our young people living in the areas with greatest and lowest levels of socio-economic deprivation.

We are driving our own improvement through robust self-evaluation and improvement activities including, a whole school, evidence based self-evaluation of each of the NIF key drivers using appropriate HGIOS 4 quality indicators and challenge questions. The aggregate of departmental responses indicate the following:

0-Unsatisfactory	1-Weak	2-Satisfactory	3-Good	4-Very Good	5-Excellent
Priority/Driver		Whole School Rating			
NIF Priorities		3.6			
School Leadership		3.6			
Teacher Professionalism		3.8			
Parental Engagement		3.1			
Assessment of Children's Progress		3.8			
School Improvement		3.5			
Performance Information		3.2			

A focus on distributed leadership is strengthening our capacity to work collaboratively and empower staff at all levels to drive forward with change resulting in positive outcomes for our young people. This is supplemented by our positive approaches to career-long professional learning. Staff within Trinity High School are committed to and engage in a wide range of CLPL opportunities in school, within our local authority and nationally.

Signed: 

Date: 27<sup>th</sup> June 2017