

Standards and Quality Report 2017-18

School Name: Trinity High School



Context of the school:

Trinity High School is a Catholic Comprehensive Secondary School with a roll of 1039 and a teaching complement of 70.9, including 3.5 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 38% of our cohort in SIMD 1 and 2, and 60% in deciles 1 to 5. Over recent years poverty levels have been significant with the number of pupils receiving free school meals at 18%. In addition, we have a higher proportion of pupils with English as an additional language than the SLC average (6.7%).

The National Context for Education

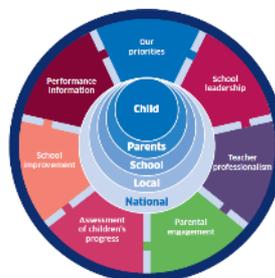
The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

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

Key drivers of improvement have also been identified, these are:

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



South Lanarkshire Council's overall vision is to "improve the quality of life of everyone in South Lanarkshire Council."

Education Resources' key purpose is to:

"Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities"

The priorities relating to this are:

- Deliver high-quality early learning and childcare to give our children the best educational start
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP.)

Assessment of children’s progress throughout the Broad General Education (to end of S3)

As one of the drivers, our school, alongside all schools in Scotland, has been required to report on Curriculum for Excellence levels for literacy and numeracy achieved by all children at the end of stages P1, P4, P7 and S3. This data is submitted to South Lanarkshire Council in June each year and collected subsequently by the Scottish Government. This data is based on teacher judgement, informed by a wide range of assessment evidence including standardised testing where appropriate. As from session 2016/17 all schools in Scotland will be required to participate in the new Scotland National Standardised Assessment (SNSA) project. This will further help inform teacher judgement of levels.

The following table shows benchmarks for children achieving Curriculum for Excellence Levels.

Level	Stage covering 3 years approx.
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people’s programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual targets. Learning progress is not about how fast children move through the levels but about ‘how much’ and ‘how well’ children learn, having depth and breadth of experiences at each level.

Assessment of these levels is based on a wide variety of evidence and ways of measuring progress such as assessment of projects, general class work, observations and peer assessment. Where possible, children and young people are encouraged to be directly involved in the assessment process.

Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National “benchmarks” for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectations.

Assessment of children's progress throughout the Senior Phase (S4-S6) including success of securing Positive Destinations beyond school

The senior phase, which takes place from S4 to S6 in schools and includes ages 16 to 18, is the phase when the young person will build up a portfolio of qualifications. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance.

The senior phase enables young people to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development (for example work experience, volunteering, Saltire, Caritas, etc.).

This stage supports young people in moving on to their post-school destination— whether that is college, university, training or employment.

Teachers will assess senior phase courses and units at **National 1 (SCQF level 1)** to **National 4 (SCQF level 4)**. SQA will verify the assessments to make sure they meet national standards. Courses at **National 5 (SCQF level 5)**, **Higher (SCQF level 6)** and **Advanced Higher (SCQF level 7)** levels will still include work that is assessed by teachers and lecturers, but learners will also have to pass a Course assessment for these qualifications – usually a question paper and/or coursework that will be marked by the Scottish Qualifications Authority (SQA).

What follows is our school's data showing levels of achievement within both the broad general education (using teacher judgement information) and senior phase (using results of National Qualifications).

<p>Review of SIP progress session: 2017-18</p>	
<p>Priority 1: Raising Attainment/ Recognising Achievement</p>	
<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> ● 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. 	<p>National Improvement Framework Key Drivers</p> <ul style="list-style-type: none"> ● School leadership ● Teacher professionalism ● Parental engagement ● Assessment of children's progress ● School improvement ● Performance information
<p>HGIOS 4 QI: 1.2, 1.5, 2.2, 2.3, 3.2</p>	
<p>Progress and Impact:</p> <ul style="list-style-type: none"> ● 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 and a newly introduced whole school BGE tracking system. This has enabled staff 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. The SNSAs have helped increase confidence in staff when making assessment judgements at the S3 transition point. ● Figures for S3 pupils achieving Level 3 or better indicate an improvement approximately 1.5% for Numeracy and approximately 6% across the three Literacy elements between June 2017 and June 2018. ● Senior Phase attainment data indicates a strong performance in S5 and S6 results with almost all entries at N5 (A-C) on a par with National comparator and almost all N6 (A-C) entries above National comparator. <p>Next Steps:</p> <ul style="list-style-type: none"> ● Continuation of almost all Attainment Challenge interventions to support and improve the attainment of our most disadvantaged pupils. ● Further 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. ● We contribute strongly to Levels 2 and 3 Literacy and Numeracy, however there is a need to focus on an improvement to Level 4. ● Focus on S4 leavers – attainment statistics are volatile in Literacy and stagnant in Numeracy. ● Focus on learning and teaching and increasing staff awareness of the use of Insight. 	

<p>Review of SIP progress session: 2017-18</p>	
<p>Priority 2: Meeting Learners' Needs</p>	
<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • 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. 	<p>National Improvement Framework Key Drivers</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information
<p>HGIOS 4 QI: 2.1, 2.4, 2.7, 3.1</p>	
<p>Progress and Impact:</p> <ul style="list-style-type: none"> • Various interventions have been developed, implemented and evaluated utilising Attainment Challenge and PEF funding, informed by data gathering: Nurture training for five staff; Establishment of a Positive Mind-set group; Outdoor education – Science Residential Trip; 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 total of five staff completed accredited training provided by the Nurture Group Network. Staff will be required to submit a written assignment as part of this training. Recognition of our Nurturing culture was recognised by achieving the National Nurture Schools Programme Award; the first secondary school in the UK to achieve this accolade. <p>Next Steps:</p> <ul style="list-style-type: none"> • Continuation of almost all Attainment Challenge interventions to support and improve the Health and Wellbeing of our most disadvantaged pupils. • Further 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. • Increased focus on making data-rich, impact focused interventions. • Introduction of a refreshed and update PSHE programme to meet learners needs and promote HWB. 	

Review of SIP progress session: 2017-18

Priority 3: Skills for Learning, Life and Work

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: 2.2, 2.3, 2.4, 2.6, 2.7, 3.3

Progress and Impact:

- Various vocational courses have been developed and embedded to enrich the curricular pathways and meet the needs of all our pupils, including: 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
- Various events/initiatives to support skills for learning, life and work have been delivered: Primary STEM Event; S6 Students as Leaders; Perceptive Communicators; series of tutor/PSE lessons produced to promote Apprenticeship Week; Get into Engineering/ Robertson Construction project for S5/6 promoting apprenticeship opportunities – Two pupils received recognition at the SLC Pupil Awards; YES Programme.
- Trinity High School continue to build on our strong Positive Destination figures, outperforming all of our comparators. Impact can also be measured by the number of pupils actively involved in the various programmes/opportunities that have been procured.

Next Steps:

- Continuation of almost all 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 sustaining our positive destination rate above 97%.

Review of SIP progress session: 2017-18

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. 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 are making regular 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. 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 'What Makes a Good Lesson' to impact on attainment.
- Plan, implement and evaluate SAC/PEF initiatives which promote professional learning and leadership.

Review of SIP progress session: 2017-18

Priority 5: Leadership (Change and Improvement)

<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • 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. 	<p>National Improvement Framework Key Drivers</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School improvement • Performance information
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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 SAC/PEF interventions; Majority of staff are members of one or more working group; QA assurance activities are embedded and ongoing; good practice identified and shared; Internal CLPL programme operates with various staff contributing; Approximately 60 engagements with external CLPL courses. Various staff at various levels have completed a range of leadership 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-three pupils gained Caritas Awards; Over 100 pupils achieved Saltire Awards; 31 pupils achieved Duke of Edinburgh Bronze awards.
- 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 – support by SCEL framework.
- 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.

Review of SIP progress session: 2017-18

Priority 6: Developing in Faith

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: 2.2, 2.3, 3.2

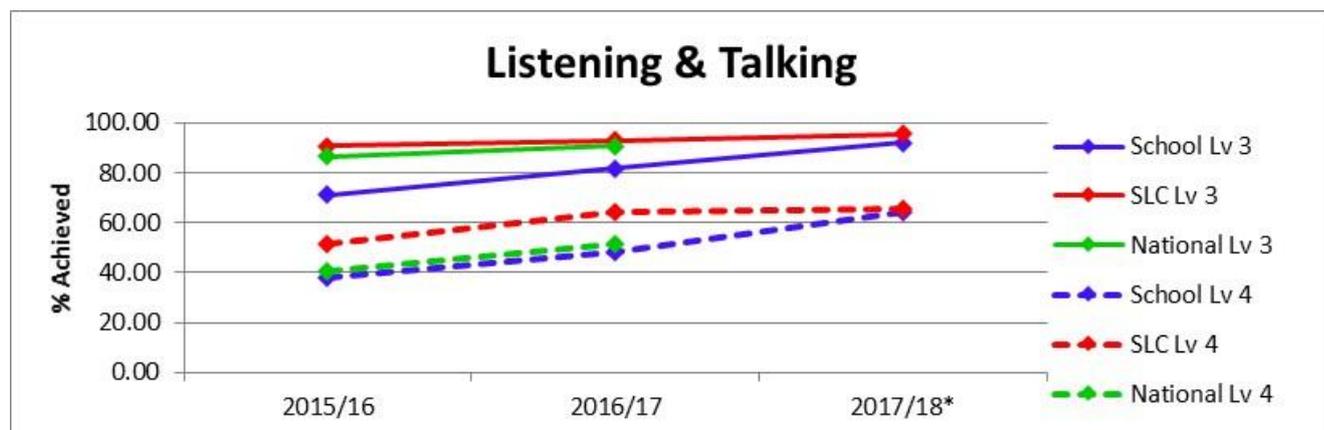
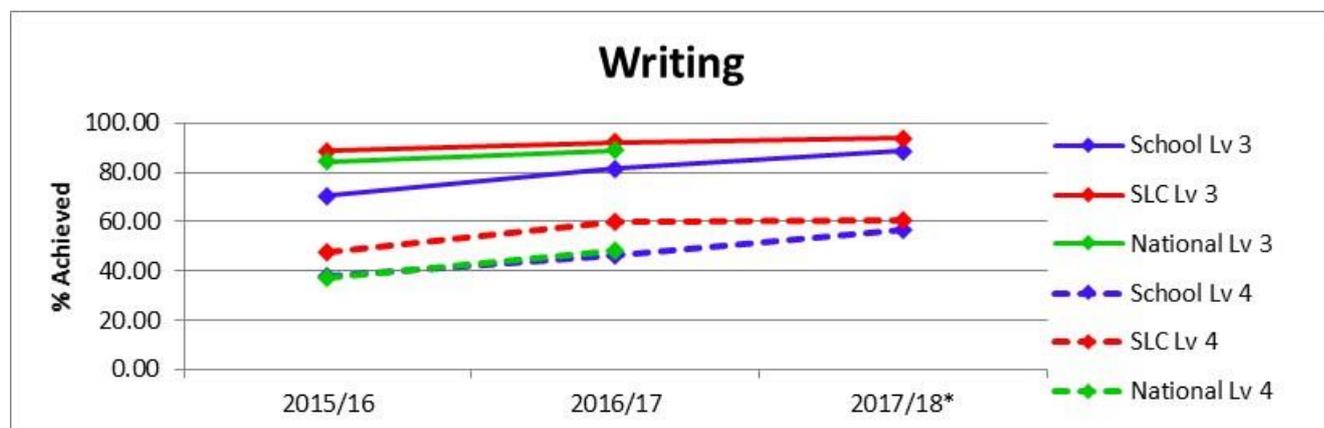
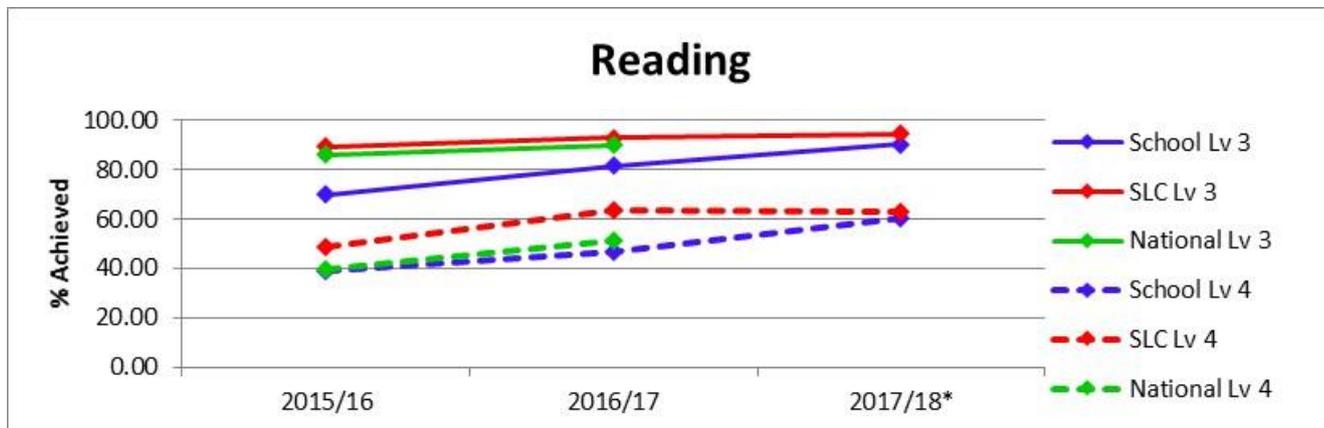
Progress and Impact:

- Welcome/parental Mass took place and positive feedback was received - Large number of staff in attendance.
- The opportunity to engage with Net Ministries was effective with the S2 cohort in improving their attitudes to faith and to each other.
- Staff retreat conducted during HWB in-service day for staff - Evaluations proved positive with 79% of staff having a positive response towards the activity.
- Staff are more fully equipped to deliver This is Our Faith BGE and Senior Phase.
- Generalist teachers have sound knowledge of key units that are being delivered.
- More effective report writing giving strengths and development needs related to curriculum content.

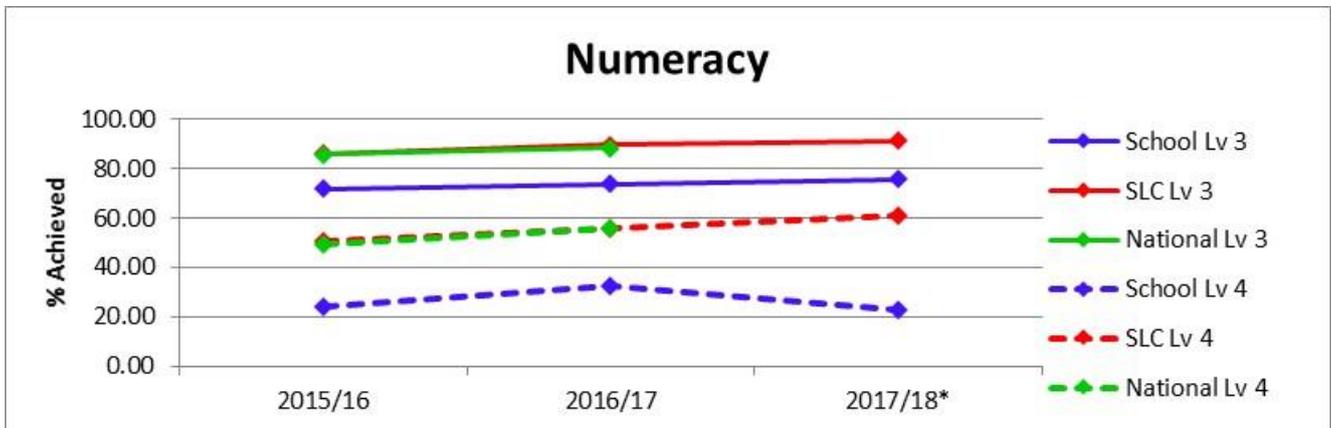
Next Steps:

- Further develop links with Net Ministries and are preparing for parental involvement in terms of spiritual engagement with the wider school community. Students from this cohort are being offered more active leadership opportunities based around the themes of the retreat to allow them to put what they learned/experienced into action.
- Implementation of Theme : Developing as a community of faith and learning : characteristic A – “A commitment to the integrated education and formation of the whole person, in close partnership with parents as first educators of their children”

1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).



1.2 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).



Achieving Excellence: Overall Progress towards National Improvement Framework Priorities

Session 2017-18

Use all available evidence (including data)

Literacy:

Progress	satisfactory	good	very good	excellent
		✓		

Percentage Pupils by Highest Level Achieved¹:

Organiser	Trinity High School			SLC		
	Achieved second level	Achieved third level	Achieved fourth level	Achieved second level	Achieved third level	Achieved fourth level
Reading	16.94%	34.97%	46.45%	5.88%	31.38%	60.99%
Writing	16.39%	34.97%	46.45%	6.42%	34.43%	57.07%
L&T	16.39%	33.88%	48.09%	6.00%	30.81%	61.65%

All Leavers - Average Complementary Tariff by SIMD Decile²:

Establishment	Year	No in Cohort	SIMD 1 to 3 Average	SIMD 4 to 7 Average	SIMD 8 to 10 Average
Trinity HS	2017	173	611	529	872
Virtual Comp.	2017	1730	608	488	973

Strengths

- Strong contribution to achieving Second and Third Level literacy.
- Literacy continues on a positive trend with pupils in SIMD 1-3 performing better than SLC, Regional and National comparators.

Next steps

- Continued focus on Level 4 Literacy/encourage increased numbers to attempt National 5 English.
- Addition of Literacy Period in S1 following on from an initial pilot.
- Continue with SAC/PEF funded specific support and literacy interventions (e.g. Catch-up Literacy, Whole School Novel and 'Cusp' Mentoring).
- Further embed whole school BGE tracking systems to assist in identifying and targeting pupils.

Numeracy:

Progress	satisfactory	good	very good	excellent
		✓		

Percentage Pupils by Highest Level Achieved³:

Organiser	Percentage Pupils by Highest Level Achieved					
	Trinity High School			SLC		
	Achieved second level	Achieved third level	Achieved fourth level	Achieved second level	Achieved third level	Achieved fourth level
Numeracy	24.04%	40.98%	32.79%	8.68%	33.77%	55.11%

¹ SSR2 Trinity HS 2017 v1 20180222

² SSR2 Trinity HS 2017 v1 20180222

³ SSR2 Trinity HS 2017 v1 20180222

All Leavers - Average Complementary Tariff by SIMD Decile⁴:

Establishment	Year	No in Cohort	SIMD 1 to 3 Average	SIMD 4 to 7 Average	SIMD 8 to 10 Average
Trinity HS	2017	173	611	529	872
Virtual Comp.	2017	1730	608	488	973

Strengths

- Attainment at Level 4 and Level 5 numeracy has made slight improvements over the past 3 years, however comparators are improving at a greater rate.
- Pupils in SIMD 1-3 are performing better than SLC, Regional and National comparators.

Next steps

- Continued focus on numeracy strategies/ encourage increased numbers to attempt National 5 Maths.
- Addition of Numeracy Period in S1 following on from an initial pilot.
- Continue with SAC/PEF funded specific support and numeracy interventions (e.g. Catch-up Numeracy, Parents' Numeracy Classes, increased exposure to numeracy ICT packages).
- Widening of the parameters for setting classes. Highest 60 attaining pupils split over three classes, with pupils attaining rank 61 to 90 split between these classes.
- Introduction of N5 numeracy units and the 'Application of Maths' course at N4/5.

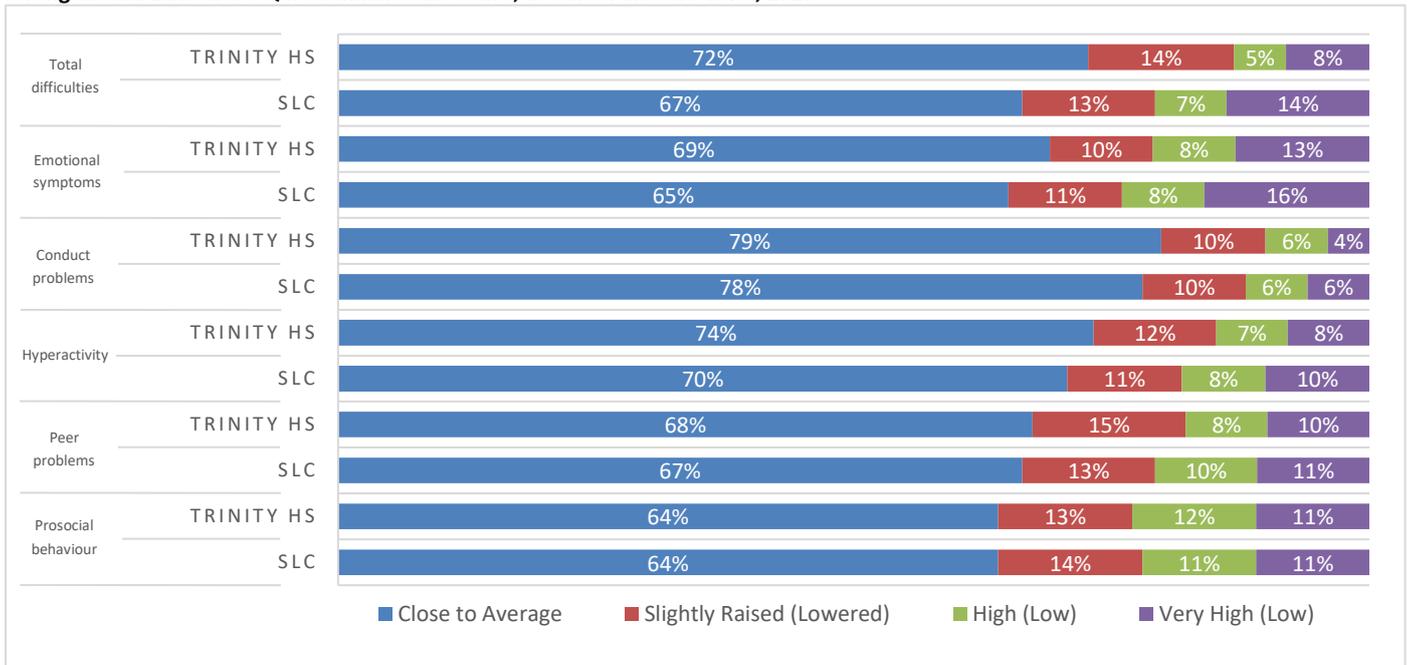
Health and Wellbeing

Progress	satisfactory	good	very good	excellent
		✓		

Contextual Data⁵

Establishment	Attendance %	Exclusion Incidents/1000 pupils	Free School Meal Entitlement %
Trinity HS	90.5	38	18.2
SLC	91.1	53	14.2

Strengths and Difficulties Questionnaire sub-scales, at school and CPP level, 2016⁶



On each of the scales, between 64% and 79% of children in Trinity High School were categorised as close to average, which compares to 64% and 78% across South Lanarkshire. Note: 'Slight Lowered', 'Low' and 'Very Low' refers to the Prosocial behaviour scale.

Strengths

⁴ SSR2 Trinity HS 2017 v1 20180222

⁵ SSR2 Trinity HS 2017 v1 20180222

⁶ ScotCen Social Research: Health and wellbeing among s1 to S4 pupils at Trinity High School, *Findings from the Children's Wellbeing Survey, 2016.*

The school has built upon its achievement of the Marjorie Boxall Quality Mark Award for our Nurture Base, by recently achieving the Nurture UK National Nurturing Schools Programme award, recognising Trinity High as having developed and embedded a nurturing culture throughout their school. Trinity is the first school in Scotland to have achieved both award and indeed the first school in the UK to have achieved the later.

Next steps

- Continue to enhance our Nurture programme by with a planned rolling programme of training for staff.
- Resubmit evidence to gain the second level MBQMA.

Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
		✓	

Establishment	Year	% of Schools Leavers in a Positive Destination
Trinity High School	2016/17	97.11
Virtual Comparator	2016/17	93.87
South Lanarkshire	2016/17	95.84
The West Partnership	2016/17	93.61
National	2016/17	93.72

Strengths

Trinity High performs consistently above all comparators for Positive Destinations figures. In the last four consecutive years we have out-performed all of our comparators in the proportion of pupils reaching further education.

Next steps

Maintain Positive Destination rates above 97%

Overall quality of our learners' achievements

Highlights of session 2017-18

- S5 SQA exam results were very strong. There was also significant and notable success at National 5, and Advanced Higher Students continue to perform well. Our initial destination rates are very high, among the best in South Lanarkshire, and significantly above our comparator schools. We have shown very strong improvements in literacy, recognised by reaching the finals of the Scottish Education Award. This has attracted much publicity and the whole school novel model has attracted much interest from many schools and from the Scottish Government.
- The school has built upon its achievement of the Marjorie Boxall Quality Mark Award for our Nurture Base by recently achieving the Nurture UK National Nurturing Schools Programme award, recognising Trinity High as having developed and embedded a nurturing culture throughout our school. Trinity is the first school in Scotland to have achieved both awards and indeed the first school in the UK to have achieved the later.
- We welcomed Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney to the school to showcase some of the joint initiatives with our partner Clyde Gateway.
- One hundred Satire Awards were gained. 31 Pupils have gained Duke of Edinburgh awards. 180 pupils gained Discovery Awards in Science. Additionally, 10 Bronze Crest Awards, 4 Silver Crest Awards and 3 Gold Crest Awards were achieved.
- Bearing witness to the Catholic vision of our school we raised £178 for the Poppy Appeal and £200 for St Andrew's Hospice. £6000 was raised during our Lenten Appeal alongside over £750 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. 135 boxes were collected for the Shoe Box Appeal. 23 pupils gained Caritas Awards offering incredibly positive and powerful witness to their faith. 200 items were collected for the emergency appeal and 1552 items were collected for the Advent Appeal for the local foodbanks meaning a combined donation of 1752 items to help those most 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 one pupils representing his country in Boxing; one in Tae Kwon Do and one pupil had a sensational season in Women's Football representing her country at three separate tournaments and added to her growing number of Scotland caps. One S3 pupil won three silver medals at the World Kick-Boxing Championships in Spain. We had three pupils in the U15 Scottish Women's Football Squad another in the South West Regional Squad and two pupils in the Lanarkshire U18 Squad. Our girls team also won the SLC Girls' high school League. We also gained six medals at the South Lanarkshire Cross Country event including gold for the Senior Girls' Team. We were also the first school in Scotland to participate in the Schools'; Karting Programme in conjunction with Motorsport Scotland and SLLC.
- Extracurricular awards and events include – Winners of the "Society of Cosmetics Scientists' Annual Competition. The S1 Science Club won the University of Glasgow's Science festival. We won the teamwork award for South Lanarkshire "Go4Set" competition. We were finalists in the Inspiring Enterprise competition. There have been many trips to many destinations including London and Barcelona, and this year we had our first Science Skills Residential Weekend. The on-going development of the eco garden and the bee-hives continue to attract widespread interest. This year the eco-garden produced its first crop of potatoes and the first extraction from the bee-hives led to 48 jars of honey being produced. This work led to the school winning a Green Apple Award from the Houses of Parliament and we were also a Conservation and Wildlife Bronze Award Winner. Pupils have also taken part in various competitions, Camglen Radio Programmes, Science Centre Trips, 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 highlights were the Christmas Concert and Pantomime "Robin Hood" and the school show "Disco Inferno".



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

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:

"Under the strong leadership and guidance of our head teacher Mr Bollen supported by the Senior Leadership Team, the staff of Trinity High School work tirelessly to develop, nurture, motivate and empower our children during these important teenage years.

Throughout the 2017/18 school term, we have heard about the Scottish Attainment Challenge with the School utilising this and the Pupil Equity Fund (PEF) to help close the poverty related attainment gap. Trinity has excelled in a number of initiatives throughout the year. From the 'Developing Young Workforce', 'Duke of Edinburgh', 'Saltire', 'Caritas' and the outstanding school shows to name but a few. However, worthy of special mention this year is firstly the success of the 'Whole School Novel' with the school being nominated for a Scottish Education Award. Secondly, the outstanding school leaver 'Positive Destination' statistics which has seen Trinity significantly outperform South Lanarkshire Council and nationally for comparator schools. Finally, Special recognition is reserved for the dedicated teachers who have given up their spare time to help and support senior pupils with Supported Study and Easter school. The take-up by pupils demonstrates the invaluable nature of this type of support. Consequently, I consider the future of our children are in very safe hands."

Michael McBrearty - Chair of Trinity High School Parent Council
31st May 2018

Quality Indicator	How are we doing?	How do we know?	School Self-Evaluation
<p>1.1 Self-Evaluation for Self-Improvement</p>	<ul style="list-style-type: none"> • Collaborative approaches to self-evaluation, aligned with NIF priorities and drivers. • Increasing engagement with and analysis of local and national data to inform improvement targets. • Increasing focus on measures and impact of SAC and PEF interventions. 	<ul style="list-style-type: none"> • Most staff make valuable contributions to self-evaluation exercises. • Almost all staff engaged with CLPL and PRD. • Increasing numbers of staff are taking ownership of Insight data analysis for their subject area. • Centrally collated BGE tracking data is being populated by almost all staff and utilised by most to identify and target groups/individuals. 	<p>Good</p>
<p>1.3 Leadership of Change</p>	<ul style="list-style-type: none"> • Most staff have a very clear understanding of the social, economic and cultural context of the local community and current educational policy. They use this knowledge well to shape the vision for the school. • Most staff are clear on the school's strengths and areas for development based on a range of evidence. • Most staff are committed to change which results in improvements for learners. 	<ul style="list-style-type: none"> • School and departmental improvement plans are aligned with NIF priorities. • All staff are aware of and can identify SIMD 1/2 targeted pupils. • The majority of staff are leading priorities from DIPs. • Up to 30 staff are taking forward planned SAC/PEF interventions. 	<p>Good</p>
<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> • The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. • 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. • Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most 	<ul style="list-style-type: none"> • Lesson observations indicate an improvement in the quality of learner feedback and how this is being used to target next steps for learners. • Most learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. This is recognised through assemblies, reward trips and award ceremonies. • Tracking data is utilised to identify target groups/individuals. This data is accessible to all staff and is 	<p>Good</p>

	deprived children and young people and those who are looked after.	analysed effectively to identify our 'gap' and plan appropriate interventions for improvement.	
3.1 Ensuring wellbeing, equity and inclusion	<ul style="list-style-type: none"> We ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included. We have a curriculum that is shaped around Gospel Values which develops and promotes equality and diversity and eliminate discrimination. Attendance levels are high and improving. Exclusion rates are low. 	<ul style="list-style-type: none"> The school has built upon its achievement of the Marjorie Boxall Quality Mark Award for our Nurture Base by recently achieving the Nurture UK National Nurturing Schools Programme award, recognising Trinity High as having developed and embedded a nurturing culture throughout our school. Trinity is the first school in Scotland to have achieved both awards and indeed the first school in the UK to have achieved the later. 	Very Good
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment. Good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages. Almost all young people are successful in moving on to a sustained positive destination on leaving school. 	<p>Internal tracking data, Insight and SQA results indicate:</p> <ul style="list-style-type: none"> Strong contribution to achieving Second and Third Level literacy. Literacy continues on a positive trend with pupils in SIMD 1-3 performing better than SLC, Regional and National comparators. Attainment at Level 4 and Level 5 numeracy has made slight improvements over the past 3 years, however comparators are improving at a greater rate. Pupils in SIMD 1-3 are performing better in numeracy than SLC, Regional and National comparators. 	Very Good

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

Amount allocated: £120k

How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?
(High level paragraph addressing the three questions)		
<p>The Scottish Attainment Challenge with the National Improvement Framework and HGIOS 4 are providing a level of clarity about our collective whole school priorities for closing the attainment gap in Trinity High School. As we continue to incorporate PEF into our improvement planning, alignment of both these funding streams with the main drivers within NIF are key to securing that improvement. PEF has given 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 has ensured that PEF planning complements our SAC interventions to ensure highly effective outcomes for our learners.</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"> • Continuation and embedding of one additional Numeracy and one additional Literacy class per week for S1 pupils following a successful pilot in session 17/18. • Promoting social and emotional wellbeing through the provision of a range of targeted physical activity programmes and mental health resilience. • 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 'what makes a good lesson'. • Improvements in teaching and learning experiences for our pupils by providing and making effective and monitored 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 following a successful pilot in session 17/18. Further development of the processes 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. <p>The above proposals and those delivered in years 1 and 2 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 and Whole School Novel project. 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 includes giving parents advice on how to support their children's learning at home.</p>		

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
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Priority/Driver	Whole School Rating
NIF Priorities	3.5
School Leadership	3.1
Teacher Professionalism	3.3
Parental Engagement	2.9
Assessment of Children's Progress	3.4
School Improvement	3.1
Performance Information	3.1

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: *Peter Bollen*

Date: 27th June 2018