Context of the school:

Trinity High School is a Catholic Comprehensive Secondary School with a roll of 1021 and a teaching complement of 76.2, 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 (6.74%).
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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage covering 3 years approx.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>The pre-school years and P1, or later for some.</td>
</tr>
<tr>
<td>First</td>
<td>To the end of P4, but earlier or later for some.</td>
</tr>
<tr>
<td>Second</td>
<td>To the end of P7, but earlier or later for some.</td>
</tr>
<tr>
<td>Third and Fourth</td>
<td>S1 to S3, but earlier for some.</td>
</tr>
<tr>
<td></td>
<td>The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.</td>
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<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Senior phase</td>
<td>S4 to S6, and college or other means of study.</td>
</tr>
</tbody>
</table>

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 out of school, 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 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).
### Priority 1: Raising Attainment/ Recognising Achievement

<table>
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<tr>
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<td>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</td>
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</table>

### HGIOS 4 QI: 1.2, 1.5, 2.2, 2.3, 3.2

**Progress and Impact:**

- **Target:** 65% of leavers at S4/5/6 exit points achieve Literacy and Numeracy Level 5 by June 2018 – **Progress achieved:** 80.7% Literacy; 60.1% Numeracy.
- **Target:** 83% of S3 pupils achieved Literacy Level 3 or better by June 2018 – **Progress achieved:** 88%
- **Target:** 78% of S3 pupils achieved Numeracy Level 3 or better by June 2018 – **Progress achieved:** 75.3%
- **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 our 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.
- **Figures between June 2017 and June 2018:**
  - S3 pupils achieving Numeracy Level 3 or better indicate a slight regression of 1% for pupils in SIMD 3-10 (no FME), however pupils in SIMD 1&2 (with FME) have improved by approximately 7%. Figures indicate that the Numeracy attainment gap between SIMD 3-10 and SIMD 1&2 pupils has narrowed from 23.5% in June 2017 to 15.7% in June 2018.
  - Literacy figures indicate an improvement of approximately 2.5% across the 3 Literacy elements for pupils in SIMD 3-10 (no FME) and approximately 18% for pupils in SIMD 1&2 (with FME). Figures indicate that the Literacy attainment gap between SIMD 3-10 and SIMD 1&2 pupils has narrowed from 26% in June 2017 to 10.6% in June 2018.
- **2018 SQA Senior Phase attainment data indicates a strong performance in S5 results, with Complimentary Tariff Scores outperforming all comparators for our least and most deprived pupils. Figures for S4 and S6 indicate a priority for improvement in this area as we move forward into session 2019-20.**

**Next Steps:**

• Further development of the use of SNSAs to improve staff confidence in staff when making assessment judgements at the S3 transition point.
• 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 Levels 4 and 5.
• Focus on S4 and S6 leavers – attainment statistics indicate that the rates of improvement in Levels 4 and 5 Literacy and Numeracy are off the pace with our comparators.
• Focus on learning and teaching and increasing staff awareness of the use of Insight.
Review of SIP progress session: 2018-19

Priority 2: Meeting Learners' Needs

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HGIOS 4 QI: 2.1, 2.4, 2.7, 3.1

Progress and Impact:

- Target: Increase whole school attendance rate to meet/exceed SLC attendance rates – Progress achieved: SIMD 1&2 = 86.2% (SLC = 86.6%); SIMD 3-10 = 92% (SLC = 93.1%)
- Target: Continue to sustain exclusion rates lower than SLC comparator – Progress achieved: SIMD 1&2 = 0.1 (SLC = 264); SIMD 3-10 = 0.1 (SLC = 105)
- Various interventions have been developed, implemented and evaluated utilising Attainment Challenge and PEF funding, informed by data gathering: Nurture training for five staff; Further development of a Positive Mind-set group; 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.
- 13 pupils completed the SES programme gaining employability skills. All SES pupils have engaged with ASPIRE to support moving towards positive destinations in Jun 19. All pupils on SES course had an opportunity to engage in work experience. Exclusion rates fell from 42 days in session 2017/18 to 11 days in session 2018/19. Attendance rates: Average attendance of group for session 2017/18 was 51.91% and this has increased to 58.16% for session 2018/19. Attainment levels: All pupils in the group gained a minimum of Nat 3 or 4 English AND Maths. 5 pupils gained qualifications in other subject areas also.
- 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 further two 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.
Next Steps:

- 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: 2018-19

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:
- Target: Maintain sustained positive destination rate above 95% - Achieved 95.05%
- We have designed our curriculum in a way which takes cognisance of our local context and best suits the needs of our learners. Due to our geographical context and the expansion in health and nursing provision we are a hub school for the foundation apprenticeship in early years and childcare. We use funding opportunities (PEF/SAC/Clyde Gateway) and a range of data (16+ matrix/regional skills assessment) to continuously challenge this process. Senior phase pathways are developed to reflect the current qualifications landscape and are evolving to provide a range of current experiences and opportunities beyond SQA National Qualifications and in partnership with colleges and our employability team.
- Continuation of our Employability 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. Our Employability Skills Coordinator supports the embedding of the careers education standard and careers management skills into the curriculum, along with flexible approaches to work placements and work-based learning including Gateway to Engineering, Perceptive Communicators and Scottish Government placements. This was recently recognised in the Skills Development Scotland Thematic Review and a HMIe Thematic Inspection that focussed on Empowerment and Curriculum.
- 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 – Four pupils received recognition at the SLC Pupil Awards; YES Programme.
- Trinity High School continue to build on our strong Positive Destination figures, outperforming almost all of our comparators and achieving our target of maintaining a positive destination rate above 95%. 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 the Employability Coordinator post to champion the skills for learning, life and work priority, with a view to sustaining our positive destination rate above 95%.
**Review of SIP progress session: 2018-19**

**Priority 4: Professional Learning**

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**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.

- 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. Five staff gained promoted internally and five staff have gained promoted posts externally.

**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)

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, 1.2, 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.
- SLC share Senior Phase Attainment with our Headteacher (September) and this is discussed through a programme of meetings with the Head of Education (Senior Phase) using a Statistical Summary report (referred to as SSR1) based on the September Insight data. This allows us to plan and reinforce the key features of attainment at school level to be discussed along with a reflection on the main contributory factors, including curriculum structures. Further discussion of SSR2 in respect of the leavers’ cohort is held in March/April at each school.
- Each of these activities provides support and challenge, as well as the opportunity for our school teams (e.g. Curriculum Planning Group/Faculty Head Group) to reflect on their practice/policy using data/evidence to support a structured approach to extending and developing their offer and provides a basis for informed, empowered decision-making. This highlights the evolving nature of the curriculum and for example, we are a pilot school for Strathclyde University Access to Engineering Academy.
- We empower staff through PEF/SAC opportunities and whole school committees to ensure our curriculum is designed to meet the needs of those learners who may be disadvantaged by poverty. This is evidenced by supporting pupil involvement in a range of school visits and trips; payment to support the cost of the school day and provision of toiletries / uniform. The SLT offer appropriate guidance and support.
- Pupil Leadership: SSVP group for S3/4 progressing well with pupils identified and participation in the group activity; SSVP Group visits to the Ozanam Centre and taking ownership of the Food Bank Initiative; 30 pupils gained Caritas Awards; Over 117 pupils achieved Saltire Awards; 29 pupils achieved Duke of Edinburgh Bronze awards. 256 pupils achieved Crest 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 that 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: 2018-19

#### Priority 6: Developing in Faith

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

#### Progress and Impact:

- Net Ministries conducted S2 retreat – very successful experience for staff and pupils. Pupil feedback collected.
- S1 family Mass took place – participation low – feedback was extremely positive – next steps: Seek strategies to improve attendance at this event.
- S1 parental retreat to be organised.
- Staff engagement/consultation through vision, values and aims CLPL at Nov inset day - Staff consultation results have been collated and analysed with next steps identified.
- Feedback provided at pastoral planning meeting regarding strong values associated with consultation. This is to be overtaken with a change in structure in house group identity with the additional PT Pupil Support and adding on house group/name change.
- Parish partnership events took place during the pilgrimage of the ICON, involving 130 students across all year groups and 12 staff from a variety of curricular areas.
- Pupil consultation on values discussed in RE classes during lessons on the 1918 Education Act.

#### 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: Honouring Jesus Christ as the Way, the Truth and the Life.
  
  Characteristic A: “A commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person’s unique God given talents.”
## Interventions and progress towards closing the poverty-related attainment gap 2018-19

### Intervention 1 – Literacy

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0.5 FTE Literacy Staffing</strong></td>
<td>Literacy staffing has been secured. The appointed person is predominately providing backfill cover to enable staff to overtake the Literacy related interventions that they are leading.</td>
</tr>
<tr>
<td>To create sustainable, contextualised resources to engage learners in Literacy that can be used by non-English specialists.</td>
<td>Development of the skills booklet is complete. Printed booklets have been delivered and will be utilised in session 2019-20.</td>
</tr>
<tr>
<td>To provide support to pupils in relation to literacy and numeracy that have additional support requirements. This intervention ran in conjunction with Support for Learning Department and pupil support assistants.</td>
<td>Training for Wordshark and Numbershark has been completed with all PSAs. Lit / Num levels for JAT pupils - baseline data has been collected and comparison data available from SfL. Linguascope purchased to support literacy in Spanish across the school. Further Chromebooks have been purchased with voice recognition software to support literacy across the school. Catch Up Literacy and Numeracy training has taken place. 2 PSAs have been trained.</td>
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<tr>
<td>To engage young people in additional literacy and numeracy groups.</td>
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<td>To assess need and link young people to appropriate supports.</td>
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<tr>
<td>To offer a more holistic approach to participation in literacy and numeracy.</td>
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<tr>
<td>To train staff in literacy and numeracy strategies to enhance the supports already available by increasing provision / time allocation to pupils.</td>
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<tr>
<td>To improve attainment in the group identified by introducing an attainment mentoring programme. Mentors met with pupils to discuss their progress, recommend study strategies and help with organisation skills. Parents/guardians were contacted to relay any concerns or progress from the past week.</td>
<td>Staff from various departments have identified and targeted pupils who would benefit from supported study to successfully attain. The pupils parent/guardian provided by these teachers have been phoned and the benefits of supported study in relation to attainment have been explained. Moreover, it has been highlighted to parents that transport is provided for pupils, which was seen as a potential barrier to attendance. Parents have been responsive and positive in their feedback. Many parents were pleased to hear from the school and the support provided as they felt pupils benefited from the supported study sessions more so than revision at home.</td>
</tr>
<tr>
<td>The creation of RE transitional materials (unit of work) to assist with clear benchmarking from P7-S1 to ensure that appropriate depth, coherence and progression are provided. Including subject specific vocabulary to increase literacy to be used in literacy period in S1. Staff will be able to provide further differentiation and provide support through earlier interventions in S1</td>
<td>Education Scotland are to use findings from RERC benchmarks meeting as an example of good practice. (Moderation Good practice shared with SCES and Education Scotland) High standard of work and expectations identified. Class visits have taken place to ensure consistency of application of RERC benchmarks.</td>
</tr>
<tr>
<td>Provision and delivery of higher challenge Reading and Listening activities for Modern Languages, targeted at pupils from SIMD 1 &amp; 2 in S3. Combining more authentic &amp; relevant resources with approaches which develop active literacy skills will support pupils to develop literacy resilience and to persist through more challenging work in S3 &amp; S4 to achieve a Nat 4 award or higher.</td>
<td>Chromebooks purchase made by whole school initiative to which we have access. These have been used but staff require more time and training to familiarise themselves with features and programmes available. Two members of department have undertaken Google training (May’19).</td>
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<tr>
<td>Plan to undertake Modern Languages for Life and Work Award with pupils of lower ability who have chosen Spanish in S3 but to bring the course alive with real-life work style interventions and experiences such as: guest speakers (Scottish Power in Glasgow Southside employs a significant number of Spanish speakers, for example). Cookery demonstration from La Tasca. Contact with national stadium in relation to language links/tasks for international games. Links with Tourist Office in Glasgow to look at need for Spanish language information/tours/maps etc</td>
<td>Pupil feedback on the alternative learning experiences arranged for the Mod Langs for Life &amp; Work group has been extremely positive and we hope to continue this with our new S3 cohort next session. All evidence for our current S3 should be captured by end of June 2019 to be certificated in Aug 2020 – on track.</td>
</tr>
<tr>
<td>To remove barriers to learning in those who find most difficulty accessing or contextualising the Mod Langs curriculum by providing digital scaffolding to allow pupils to engage with interactive tasks in the target language.</td>
<td>Use of ICT has increased but requires more focus to ensure tailored use which supports or challenges appropriately for individual needs of pupils. Final S2 assessments still in progress so data to be collected end of May / beginning of June 2019.</td>
</tr>
<tr>
<td>A school trip travelling to the Theatre Royal to see Macbeth. These pupils are studying Macbeth for the critical essay section of their curriculum. This trip will support their overall enjoyment and understanding of the text, which will help strengthen the quality of their critical essays.</td>
<td>Pupils produced critical essays that were compared with their prior attainment results. This comparison yielded positive results: 59% of pupils produced an essay that received a higher score than previously, indicating a deeper understanding of the text’s central issues and a more sophisticated level of analysis.</td>
</tr>
<tr>
<td><strong>Intervention 2 - Numeracy</strong></td>
<td><strong>Intervention 2 - Numeracy</strong></td>
</tr>
<tr>
<td>0.5 Numeracy Staffing</td>
<td>Numeracy staffing has been secured. The appointed person is predominately providing backfill cover to enable staff to overtake the numeracy related interventions that they are leading.</td>
</tr>
<tr>
<td>Technical lunchtime club targeted toward first and second year pupils based within an area of multiple deprivation to promote an improvement in their attainment. This supplementary learning would ultimately have a positive impact upon the pupil’s level of attainment within technical classes and within other subjects too.</td>
<td>In total eight pupils attended. The uptake was not as high as anticipated. Five of those pupils were in the SIMD category. Practically the short space of time available during lunchtime meant that only a small amount of work was completed during each visit and interest tapered off. Only four pupils completed the model.</td>
</tr>
<tr>
<td>Description</td>
<td>Details</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Focused Maths supported study for S3 pupils making the transition to national courses with the potential to reach N5. This will provided students with a further opportunity to revise with a subject specialist to prepare for assessments.</td>
<td>Pupil confidence in course content has improved and pupils have commented positively on the provision of these sessions.</td>
</tr>
<tr>
<td>Development of a Technical Skills textbook for BGE pupils. The textbooks are available to all pupils. Electronic copies are available on Google Classroom. Extra copies will be produced for SIMD 1/2 pupils that do not have internet/computer access at home.</td>
<td>Textbook has now been developed and printed ready for implementation next session. We will measure expected increase in knowledge and understanding through marking of homework tasks and drawing comparisons with previous years.</td>
</tr>
<tr>
<td>Parents/carers and grandparents etc. (e.g. a significant adult with whom the pupil has a good relationship) are invited to a workshop and given resources and strategies to work with their child/grandchild- Literacy Interventions require time – and providing key adults with materials and strategies enables them to work at home at appropriate times (when the pupil is amenable). Relationships are fostered and learning takes place in a comfortable non-threatening environment where there is a greater possibility of a positive outcome.</td>
<td>Spelling workshop – 18 parents, grandparents, significant others in our pupils lives attended. Feedback very positive. Issued dictionaries and spelling workbooks purchased through PEF. Also using the spelling workbooks to help EAL Pupils with spelling, grammar etc.</td>
</tr>
<tr>
<td>Securing 32 Chromebooks would allow for full class sets of 30 to access IT which is now embedded not only in learning and teaching, but also in society. At present, our Computing Labs cannot facilitate such numbers. With an emphasis being placed on the use of Glow, the publication of the Digital Education Strategy, and in terms of meeting the new Technologies Benchmarks across the school for Second to Fourth Level, this funding would allow pupils to access software to improve attainment in Literacy, Numeracy and Health and Wellbeing, such as single sign-on to RM Books, Easimaths, Scholar, Google Apps for Education. Some of our pupils from SIMD 1/2 may find it more difficult to access such technology outwith the classroom and therefore, in order for them to acquire the broad range of skills and capacities to help them across the curriculum and beyond, access within all subjects across BGE and beyond should be made available.</td>
<td>A number of ICT enhancements, in-line with SLC Digital Strategy have enabled staff and pupils to utilise various tools to support learning and teaching. The devices are utilised an average of 20 periods per week across the school. Statistics show that we currently have 59 active staff users and 222 active Google Classrooms. Updated stats have been requested. Googlesuite training completed by 8 staff May’19.</td>
</tr>
<tr>
<td>Developing links with parents to help them to support their children in their learning. Intention is to work with parents and children to strengthen their literacy, and numeracy skills which should</td>
<td>Currently on the second last sessions with St Marks pupils. First two sessions on ICT and Modern Languages well received by Parents in attendance. In particular, Parents noted the highlighted use of Google Docs by C.Rafferty and the online revision tools by C.MacLeod as benefits. Numbers for St</td>
</tr>
</tbody>
</table>

16
enhance their self-confidence, improving their health and wellbeing.

Marks have been low however. This is perhaps due to the time of year or the decision to have the sessions at Trinity rather than the primary. In regards to St Cadoc’s and St Anthony’s both sets of Parents spoke very highly of the quality of sessions delivered. Parents were keen to stress that they felt more confident in their ability in numerous areas and felt they were better equipped to discuss homework etc with pupils.

**Numeracy Catch-up Training**

Catch up training completed for four additional staff and we have 0.5 Numeracy teacher working on Catch-up Numeracy group implementation. Unfortunately, a lot of our efforts have been delayed by ‘please takes’ for Numeracy teacher. End of session Number age assessment to be undertaken by students involved to gauge progress and impact of Catch-up Numeracy.

**Intervention 3 – Health and Wellbeing**

Positive Futures Programme - This intervention will be run in conjunction with Skills Exchange Scotland: To engage young people who are ‘buried’ within communities and disengaged from school; To assess need and link young people to appropriate pathways; To offer a slower and more holistic approach to participation in Training, Education and Employability options; Pupils will engage in activities out with school provided by Skills Exchange Scotland.

13 pupils completed the SES programme gaining employability skills. All SES pupils have engaged with ASPIRE to support moving towards positive destinations in Jun 19. All pupils on SES course had an opportunity to engage in work experience. Exclusion rates fell from 42 days in session 2017/18 to 11 days in session 2018/19. Attendance rates: Average attendance of group for session 2017/18 was 51.91% and this has increased to 58.16% for session 2018/19. Attainment levels: All pupils in the group gained a minimum of Nat 3 or 4 English AND Maths. 5 pupils gained qualifications in other subject areas also.

The HE department offered an after school study club for S1 initially with targeted interventions for pupils in SIMD 1 and 2 although additional places will be opened up to all. This will include pupils gaining basic cooking skills to produce healthy snacks to eat as part of a balanced diet.

34 pupils (32 female/2 male) took part in Scrumptious study. Pupils from SIMD 1-3 accounted for 53% of all pupils with 41% of those from SIMD 1 +2. Following pupil questionnaires, the number of pupils making healthy snacks as a result increased by 35% with 80% now making healthy snacks more often. Most pupils had used some measuring equipment however 60% reported an increased confidence either by a little or a lot. Linking to improved numeracy through weighing and measuring. 50% of parents returned the parental questionnaire, of these all parents feel pupil’s skills/confidence have improved, with 40% indicating pupils now make more healthy snacks independently at home with 90% helping more in the kitchen. Observations from staff identified increased confidence, numeracy skills and organisation in all pupils involved. Pupils also were able to follow recipes with increased...
### Increase in wider achievement opportunities for our young people including the ASDAN certificate in Personal and social Development. The work overtaken by the students will be put forward to achieve the Youth Achievement Award at Level 4.

- 17 pupils have progressed to the PSD Youth Achievement Award.
- 21 S4 pupils are currently undertaking the PSD programme.
- 15 S3 pupils are currently undertaking the PSD programme.
- Staffing from our partner agency, Universal Connections, has ensured difficulties with the delivery of the course. It is hoped that this will be rectified in the coming academic year.

<table>
<thead>
<tr>
<th>Performing Arts Transition Programme</th>
<th>Nurture and Living Life to The Full – Staff Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staging and lights now in place to support future shows. SIMD 1 and 2 pupils: Four pupils have all taken part in production training with the use of the stage and lights. Also further training has been given to these pupils regarding sound equipment and creating lighting effects through the use of media and gobo lighting. There has been steady engagement in pupil involvement with stage crew. This is not only those pupils in SIMD 1 and 2 but with the training given, it has appealed across all stages and levels. These will feed into further extra-curricular and curricular opportunities and promote confidence, leading to an increase in vocational opportunity.</td>
<td>Nurture: Training completed. Pupils identified (S1 SIMD 1) and initial Boxall Profiles completed. Pupils observations completed. Developmental and Diagnostic strands identified from the Boxall and reading and analysis of appropriate strategies identified. Students attending Nurture group to develop their confidence, self-esteem and internal controls. LLTF: Teachers trained and used the resources within S1 PSE classes. Teachers feedback identified that resource is good but hard to deliver to a full class. 20 pupils were identified and targeted as having emotional, health and wellbeing needs, information from P7 JAT. Targeted pupils are from S1 (SIMD 1&amp;2 pupils). All students completed Post school FAIR evaluation prior and post completing course. Student evaluations showed 45% of the targeted pupils said they now felt they could make decisions for themselves. 55% of targeted pupils said the course made no significant impact upon their decision making. 60% of targeted pupils said their confidence had increased, 40% of students said their confidence remained the same. One of the trained teachers has also worked one to one with their pupil to put in place alternative behaviour/ conflict avoidance strategies such as self-regulated time out, which have had a positive impact (school reports Nov/May, reductions in referrals for behaviour, feedback from teachers).</td>
</tr>
</tbody>
</table>
12 x yoga/meditation (Mindfulness) workshops to be run by a trained specialist from The Kali Collective (Glasgow).

Studies increasingly acknowledge the link between meditation/mindfulness and improved behaviour and attainment in the classroom.

The Yoga/Meditation sessions were attended by 10 young people, 8 of whom were SIMD ½. The pupils felt it was worthwhile/valuable.

83% enjoyed them very much with 17% enjoying them a little.

25% improved ability to manager anger.

67% improved ability to manage various emotions.

84% helped them feel calm.

84% felt it helped them de-stress.

50% will use it as a coping strategy in stressful situations.

Development of Bee Keeping Curriculum

Of the 8 S2 students who attended 1 period a week this year, 5 have selected to continue with NPA L5 Beekeeping. In addition to these 5 leaners an additional 7 students from the S2 year group have also selected to take this course in S3-4 2019/20.

Of the 3 units of work associated with the NPA this year’s group have achieved and have provided evidence for 50% of Unit 1 “An Introduction to beekeeping” learning outcomes. The 18/19 cohort have also achieved and provided evidence for 20% of the learning outcomes linked to Unit 2 “Practical skills in Beekeeping.” Questionnaire can be supplied if necessary with regards to how much pupils feel they have learned during the course, how/if it has impacted their skills and how/if it has affected their feelings towards education.

This year we have made links with 6 schools who are either in their first or 2nd year of running this award. THS will attend a meeting for all schools in Scotland who are providing this course in Rosalyn institute in June 2019.

Net Ministries – Parental Retreat

Theme has been discussed and reviewed by staff and net ministries. Awaiting feedback from net ministries for date of event. Students have been identified and have to be discussed by HOD. 20% of S1 cohort – male students (either SIMD 1&2 and/or attending nurture) Pre-retreat questions have been created.

Net Ministries – Pupil Retreat

92% of students who were questioned felt that the Net Ministries experience was worthwhile. 86% of students who were questioned in the retreat experience felt that they were able to see that happiness was more than material goods. A large proportion of students stated that they enjoyed having time away from the constant distraction of social media for the day experience. Net Ministries identified that students in THS participated significantly more with the time of prayer and reflection than students in the schools the previous month and provided very positive evaluations.

After the retreat there has been a decrease in low-level indiscipline indicated by a reduction in
reflective exercises issued and referrals received to PT.
Students engaged with wider opportunities in service linking with partner agencies and partners has increased in this year group (of the target group 30% are participating.)
74% of students felt that the experience helped them to think more about their faith
60% of the target group agreed that they had a more positive attitude to learning after the retreat.

| Duke of Edinburgh Award | 100% completion rate of the Bronze award. The evidence that was provided for all 4 sections of the award was to a very high standard and the pupils gained invaluable life skills on all sections of the course that they completed.
30 pupils who are now in 4th year who have completed their Expeditions and will be working towards completing the other 3 sections in the award by December 2019. We also have another 15 Pupils who are currently working on the Silver award and will be completing this over the next 12 months. |

| Active Schools Programme – To deliver a comprehensive summer holiday programme designed to support pupils and parents to build positive relationships through healthier and active lifestyles. | The scope of the project was revised, in particular regard to the outdoor education element. Through another initiative, the outdoor based Positive Engagement Programme was offered at no cost to the school during curricular time – involving seven first year pupils in settling into high school. Pupils were identified by the SMT as suitable participants on the programme. The content of this 4 week programme was co-designed with those pupils to harness a sense of ownership, whilst empowering them to set their own targets. Their efforts were recorded in a log book, which was used to record personal goals and reflect on achievements. Having made savings on this element, project funds were reallocated in support of Sirens for Success – a netball based intervention aimed at pupils showing signs of low self-esteem, disengagement, low confidence and inactivity. This initiative ran from April until June, over 6 weeks involving 20 girls predominantly SIMD 1-3. The weekly sessions included interactive workshops and practical modules, covering alcohol, smoking, body confidence, resilience, exercise and healthy eating. The pupils also attended the Sirens for Success Festival to complete the programme. The intervention is recent, although anticipated outcomes include increased engagement in physical activity and increased self-confidence. The netball team won gold and silver at the Emirates Netball Competition; a measure of the impact of this programme. |
1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).
Achieving Excellence: Overall Progress towards National Improvement Framework Priorities
Session 2018-19

Literacy:

<table>
<thead>
<tr>
<th>Progress</th>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
</tr>
</thead>
</table>

Closing the Gap Attainment Over Time: Reading

Closing the Gap Attainment Over Time: Writing

Closing the Gap Attainment Over Time: Listening & Talking

1 "Closing the Gap" Data Pack 2018 – Trinity High School
Strengths

- Data indicates that good progress is being made in the BGE Phase with narrowing the poverty related attainment gap in Literacy between our most and least disadvantages pupils.
- Senior Phase attainment data indicated a strong performance for pupils achieving Level 3 and Level 4 Literacy.

Next steps

- Continued focus on Level 5 Literacy/encourage increased numbers to attempt National 5 English.
- Continuation 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:

<table>
<thead>
<tr>
<th>Progress</th>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
<td></td>
<td></td>
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</tbody>
</table>

Closing the Gap Attainment Over Time²: Numeracy

² “Closing the Gap” Data Pack 2018 – Trinity High School

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² SSR2 Trinity HS 2018 v1 March 2019
Strengths
- Data indicates that good progress is being made in the BGE Phase with narrowing the poverty related attainment gap in Numeracy between our most and least disadvantaged pupils.
- Attainment at Level 3 and Level 5 numeracy has remained fairly consistent over the past 3 years, however comparators at Level 5 are improving at a greater rate.

Next steps
- Continued focus on numeracy strategies/ encourage increased numbers to attempt National 5 Maths.
- Continuation 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).
- Continue with the model of widening the parameters for setting classes. Highest 60 attaining pupils split over three classes, with pupils attaining rank 61 to 90 split between these classes.
- Continuation of N5 numeracy units and the ‘Application of Maths’ course at N4/5.

Health and Wellbeing

<table>
<thead>
<tr>
<th>Progress</th>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>[✓]</td>
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</table>

Attendance, Exclusion and Positive Destination Data:

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5 SSR2 Trinity HS 2018 v1 March 2019
6 “Closing the Gap” Data Pack 2018 – Trinity High School
Strengths

- The attendance gap between our SIMD 1&2 and SIMD 3-10 pupils positive with significantly less exclusions for our SIMD 1&2 cohort.
- Exclusion rates for SIMD 1&2 pupils is considerably lower than SLC average.

Next steps

- Continue to enhance our Nurture programme by with a planned rolling programme of training for staff.
- Continue with targeted interventions to improve attendance statistics and engagement of pupils.

Employability Skills/Positive Destinations

<table>
<thead>
<tr>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
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</table>

Initial Leaver Destinations – All Leavers

<table>
<thead>
<tr>
<th>Establishment</th>
<th>Year</th>
<th>% of Schools Leavers in a Positive Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinity High School</td>
<td>2017/18</td>
<td>95.05</td>
</tr>
<tr>
<td>Virtual Comparator</td>
<td>2016/17</td>
<td>94.01</td>
</tr>
<tr>
<td>South Lanarkshire</td>
<td>2016/17</td>
<td>96.41</td>
</tr>
<tr>
<td>The West Partnership</td>
<td>2016/17</td>
<td>94.45</td>
</tr>
<tr>
<td>National</td>
<td>2016/17</td>
<td>94.39</td>
</tr>
</tbody>
</table>

Strengths

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

Next steps

- Maintain Positive Destination rates above 95%
Overall quality of our learners’ achievements
Highlights of session 201-19

- 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. Alongside SQA results, a measure of this success includes the high number of placing requests who have or who are intending to join the school.

- Over one hundred and eighty Saltire Awards were gained. Twenty-nine Pupils have gained Duke of Edinburgh Bronze Awards and thirteen are undertaking their Silver Award.

- One of our pupils was selected to attend the Space School Programme in Houston in Texas.

- Additionally, 10 Bronze Crest Awards, 4 Silver Crest Awards and 3 Gold Crest Awards were achieved.

- In regards to living our faith we raised £130 for the Poppy Appeal and £1438 for St Andrew’s Hospice; £500 was raised for “Aid to the Church in Need”; £100 for Fearless and over £5200 was raised during our Lenten Appeal alongside 100 filled Bag Packs for Mary’s Meals and over £250 in goods in kind which were distributed to local, national and international charities. This was quite remarkable given that 2 weeks were lost due to the Spring Break before the Easter Holidays. We continue to support the street children in Columbia and again we sent two Helpers to Lourdes. The SVDP 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 made a significant contribution to the authority’s Holocaust Memorial Event. 100 boxes were collected for the Shoe Box Appeal. Thirty pupils gained Caritas Awards offering incredibly positive and powerful witness to their faith. The Advent Appeal for the local foodbank led to 1672 items being collected to help people in our own community. The Mentors in Violence Programme continues to draw positive publicity to the school. During the Centenary of the passing of the 1918 Education Act we attended Vocation Masses Commissioning Services, Education Masses and Remembrance Services.

- On the sporting front we had Scottish internationalists in Football, Athletics, Tae Kwon Do and Boxing. One pupil has been on two training camps and is part of the Scottish Boxing developmental pool for the Commonwealth Games and took part in the European Championship. Another pupil is the Tri-Nations Kick Boxing Champion. One of our talented pupils has gained 4 Scottish caps at Under 17 Level for Woman’s football, and another represented Scotland at the North American ITF Championship in New York and also gained two Medals at the Dutch Championship in Holland. In Golf we have the winner of the Kingsbarns Girls’ Classic - the top U18 girl golfer in Scotland. Another pupil gained two Gold medals at the Unified World Kick Boxing Championship in Tuscany, Italy; we had two pupils involved in the Scottish National Age Group Championship and between them they gained 10 medals. 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. The Girls Football Team took part in the Finals of the National Concept 7.

- Extracurricular awards and events include – Winners of the “Society of Cosmetics Scientists’ Annual Competition. The development of the eco garden and the arrival of the bees continues to attract many visitors and widespread media attention. Two of our pupils have won places on the SLC Trip to Beijing in 2019. Pupils enjoyed an author visit from Terri Terry the Canadian author. Our 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, 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. For others it was the Girls’ School Choir winning the Burns Club Competition and the Open Club Shield and our pupils winning all three places on the podium at the individual event.

Our Awards Evenings celebrate the very wide range of activities our pupils are involved in. They cover achievement, endeavour and many special awards which include sports, music, fundraising, many extracurricular events and our contribution to the national and local community. Many of our awards winners are clear examples of good citizenship and excellent role models for others.

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.

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>Inset Days, Team Meetings, Internal Professional Learning Programme, Discussion Papers, Working Groups, NIF/HGIOS 4 self-evaluation, Individual meetings, personal responses, Staff Questionnaire.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff</td>
<td>Meetings, Draft Papers, Memos, Staff Questionnaire.</td>
</tr>
<tr>
<td>Principal Teachers</td>
<td>Stewardship Meetings, Middle Managers Leadership Meetings, SLT Focus Papers, Discussion Papers, Summary of Good Practice and Classroom Visitation, Internal Professional Learning Programme.</td>
</tr>
<tr>
<td>Senior Staff</td>
<td>SLT Meetings, Papers, Individual discussions.</td>
</tr>
<tr>
<td>Primary Head Teachers</td>
<td>Learning Community Management Team (LCMT) Meetings, Papers, Progress Reviews, Joint Initiatives.</td>
</tr>
<tr>
<td>Pupils</td>
<td>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.</td>
</tr>
<tr>
<td>Parents</td>
<td>Website, Twitter, Parent Council, Parents’ Consultation Evenings, Parents as Partners Evenings/Focussed Events, ASG/JAT etc. Parent Questionnaire, Adult Learning Sessions, Coffee Mornings.</td>
</tr>
<tr>
<td>P7 Parents</td>
<td>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.</td>
</tr>
<tr>
<td>Business Partners</td>
<td>Curricular inputs, DYW initiatives, Individual Discussions, Meetings, Attendance at Parent Evenings.</td>
</tr>
<tr>
<td>External Agencies</td>
<td>SLC Staff, Multi-agency Support, Individual Discussions, Meetings.</td>
</tr>
<tr>
<td>Head of Education</td>
<td>Regular Discussions, LCMT Meetings.</td>
</tr>
</tbody>
</table>

Parent Council statement:

As the 2018/19, school term draws to a close I would like to acknowledge our appreciation to all the staff at Trinity High School who have worked tirelessly throughout the year. From the senior leadership team, the teachers and the wider support staff who all work assiduously under the strong leadership and guidance of our head teacher Mr Bollen in developing, motivating, educating and nurturing our children.
Trinity High has again excelled itself by its outstanding contribution to charity in raising over £5,200 for the annual Lenten appeal, one of many charity appeals held by the schools throughout the year.

Trinity High also continues to excel in a wide range of initiatives, from ‘Developing Young Workforce’, ‘Duke of Edinburgh’, ‘Saltire’, ‘Caritas’, ‘careers convention and the outstanding school shows to name only a few.

We reserve again our special gratitude for the commitment and enthusiasm of the teachers who give up their holiday time to help and support senior pupils with Supported Study and Easter school. The continued popularity and uptake amongst pupils to attend and seek support demonstrates the invaluable nature of this type of support.

Finally, I strongly believe under the continued stewardship of our outstanding head teacher Peter Bollen and his staff, the future of our children’s education and well-being are in very safe hands.

Michael McBrearty - Chair of Trinity High School Parent Council
14th June 2019
<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>How are we doing?</th>
<th>How do we know?</th>
<th>School Self-Evaluation</th>
</tr>
</thead>
</table>
| 1.1 Self-Evaluation for Self-Improvement | • 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. | • 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 all staff and utilised by most to identify and target groups/individuals. | Good |
| 1.3 Leadership of Change | • Almost all 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.  
• Almost all staff are clear on the school’s strengths and areas for development based on a range of evidence.  
• Almost all staff are committed and empowered to change which results in improvements for learners. | • 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. | Very Good |
| 2.3 Learning, teaching and assessment | • The learning environment is built on positive, nurturing and appropriately challenging relationships that 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 is well-understood and used effectively to secure | • Lesson observations indicate key features of ‘What makes a Good Lesson?’  
• 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 analysed effectively to | Good |
| 3.1 Ensuring wellbeing, equity and inclusion | 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. | The school has built upon its achievement of the Marjorie Boxall Quality Mark Award for our Nurture Base by share good practice both local and nationally, 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. |

| 3.2 Raising attainment and achievement | 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. | Internal tracking data, Insight and SQA results indicate:  
Good progress is being made in the BGE Phase with narrowing the poverty related attainment gap in Literacy and Numeracy between our most and least disadvantages pupils.  
Senior Phase attainment data indicated a strong performance for pupils achieving Level 3 and Level 4 Literacy and Numeracy  
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.  
Positive Destination rates remain above 95%. |
Overall impact of establishment’s actions to improve excellence and equity (PEF)

**Amount allocated:** £120k

<table>
<thead>
<tr>
<th>How are we doing?</th>
<th>How do we know? (Evidence measures of success)</th>
<th>What are we going to do now?</th>
</tr>
</thead>
</table>

**High level paragraph addressing the three questions**

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.

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:

- Continuation and embedding of one additional Numeracy and one additional Literacy class per week for S1 pupils following a successful pilot in session 18/19.
- 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 a wide range of supports towards meeting the cost of the school day.
- Further extend our whole-school BGE tracking system to our S3 cohort following two successful pilots in sessions 17/18 & 18/19. 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.

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.
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:

<table>
<thead>
<tr>
<th>Priority/Driver</th>
<th>Whole School Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIF Priorities</td>
<td>4.0</td>
</tr>
<tr>
<td>School Leadership</td>
<td>3.4</td>
</tr>
<tr>
<td>Teacher Professionalism</td>
<td>3.3</td>
</tr>
<tr>
<td>Parental Engagement</td>
<td>2.9</td>
</tr>
<tr>
<td>Assessment of Children’s Progress</td>
<td>3.4</td>
</tr>
<tr>
<td>School Improvement</td>
<td>3.9</td>
</tr>
<tr>
<td>Performance Information</td>
<td>3.1</td>
</tr>
</tbody>
</table>

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: [Signature]

Date: 27th June 2019