Trinity High School - Standards and Quality Report 21/22

Context of the school:

Our School

Trinity High School is a Catholic Comprehensive Secondary School with a projected roll of 1197. Our teaching complement is 85.8, including 3 school-based cover teachers and 1.0 fte funded role, for session 22/23. The school serves a wide geographical area that includes the communities of Rutherglen, Cambuslang and Carmyle. We serve seven associated primary schools and five local parishes.

In session 2021-22, 52% of our students lived in decile 1-5 and our Free School Meal (FME) uptake was 20%. During session 2021/22, 36% of students had an identified Additional Support Need and 26% of students were supported through the Continuum of Support at Stage 2 or above. In addition, we have a higher proportion of pupils with English as an additional language than the SLC average (16%).

Our Vision

Our vision is to nurture the God-given talents of all our young people to enable them to be the best version of themselves.

Our Purpose

The main purpose of our school curriculum is to enable each of our young people to reach their full potential. By fostering a community of faith, 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. It is our intention to ensure our young people have an awareness of the world that they live in, and have a deep understanding of the social, economic, and environmental challenges that face them as individuals, their community and society. It is our responsibility to ensure that our young people have the tools that will allow them to navigate through this complex and ever-changing world. Moreover, it is our commitment to do the best we can to ensure that our young people are nurtured, valued, included, supported, happy and have the best education and life chances to enable them to become the leaders of the future.

Our Values

Faith, Hope, Charity

Review of progress for session Aug 2021- June 2022: Key Success/Challenges and Achievements

Some of our planned targets, evaluations and impact measurements have not been fully measured due to the pandemic and therefore the report may lack data and detailed analysis. Staff absence has provided significant challenge in undertaking Recovery Plan activities throughout this session. Staff have been stretched to fulfil their own remit and the remit of others, on a regular basis, which has impacted the number of Recovery Activities undertaken and the amount of progress within each activity.

Again, the pandemic had a significant impact on our recovery plans for 2021/22. As a nurturing school our key focus was on the health & well-being of our young people, including a focus on those young people who were in danger of disengaging. Covid related attendance issues, anxiety and the increasing numbers of pupils requiring mental health support had a significant impact on resources and improvement planning.

Despite the early restrictions, we successfully launched our Schools Vision & Values engaging our young people, parents/guardians, and staff in a range of activities. As the restrictions eased, we saw a return to whole school activities. Our whole school novel "Apple Tart of Hope" reflected our school values of 'Faith, Hope, Charity.' Further whole school activities such as health days, school trips, Net Ministries, sponsored hill climbs/walks, P7 transition visits, Employability Skills Day, S1 Science Residential Trip, Duke of Edinburgh, Patronal Feast Day Mass, Spring Fling, Wild Garden Project, COP26, Leavers Ceremony, Prom and Sports Day enabled all our young people to experience much needed activities that had been absent from their school life.

The relaunch of extra-curricular activities, following the extended period of restrictions, has made a significant impact in addressing the health & well-being of our young people. A more detailed tracking of this, to provide more quantitative data, is still to be developed. However, the wide range of extra-curricular activities offered targeted a variety of gender, age and SIMD groups and have successfully promoted health & well-being across the school.

The reintroduction of a formal SQA examination diet, saw our staff and young people engage in a range of activities to support our young people's learning. As well as online support, via the use of Google Classroom, after school supported study and Easter Study School was offered to our young people. A formal assessment period was held to give our young people the experience of exam conditions. Communication was key to ensure all stakeholders were kept informed of any updates. Social media played its part with regular communication, as well as contact with pupils and parents via e-mail, Google Classroom, telephone calls and when appropriate, face-to-face meetings. Our next steps will be focussed on delivering our 3-year Strategic Plan that will ensure that young people are supported to raise attainment and achievement, improve health & well-being whilst ensuring equity of provision for all our learners.

Our vision is to nurture the God-given talents of our young people to be the best version of themselves.

School priority 1: Continuity of Learning	
NIF Priority (select from drop down menus) Improvements in attainment, particularly in literacy and numeracy NIF Driver School Improvement	HGIOS? 4 QIs (select from drop down menus) 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 1.3 Leadership of change

Strategy: What did we set out to do?

- To ensure our curriculum rationale reflects our school vision and values.
- To increase our focus on SQA courses for the Senior Phase to impact positively on attainment.
- To ensure all young people will be supported in developing their literacy and numeracy skills with particular focus on identifying the new gaps.
- To improve attainment through providing continuity of learning both face to face and online, across all curricular areas.
- To ensure high quality learning & teaching to enable all young people to fully progress with their learning with a particular focus on high quality feedback.
- To ensure an improvement in positive destinations.

Progress and Impact: What difference did we see? What did we achieve?

- Across all curricular areas, staff and partners have fully committed to the school vision and values, reflected in their nurturing approaches to our young people.
- Our young people have seen an increase on pre-Covid attainment levels at National 5,6 & 7.
- Introduction of Application of Maths at Level 6 (24% increase on uptake on 20/21 level 6 maths qualifications). Introduction of Design & Manufacture offered level 6 progression.
- Employability skills continued to be embedded across our BGE curriculum.
- An extensive programme of supported study was provided for all S4-6 young people to focus on SQA National Qualifications, this provided both universal and targeted support, providing reassurance to our young people and improving their self-esteem.
- Identified young people were targeted with a range of interventions to support literacy & numeracy within the BGE. S1/2 increase in literacy scores by 10% and our Catch-Up Numeracy Programme delivered to targeted pupils identified as having significant gaps due to Covid.
- A programme of support was offered to those young people who had difficulty in engaging with school. Our staff and our partners supported learning at home and completion of National Qualification units. 98.9% of our young people have left with level 3 or above in numeracy and literacy.
- Moderation was undertaken across all senior phase subjects to ensure standards across departments, school, and authority.

Next Step(s) to inform SIP for 2022/2023:

- Improved tracking of literacy, numeracy and young people who 'drop' a subject.
- Engage with SCQF to explore alternative qualifications within subject areas.
- Ensure high quality learning and teaching to enable all young people to fully progress with their learning whilst further developing pupil voice in relation to their learning experience.
- Ensure our young people access the appropriate level of progression.

- Build on the capacity for our young people to see the connection between faith and life, learning and work. Further embed skills for life, work and learning into our BGE curriculum.
- Increase opportunities for wider achievement.
- Build on our capacity for Learning for Sustainability across our curriculum.

School priority 2: Promote the Positive Health & Wellbeing of children & Young People, Parents/Carers and staff	
NIF Priority (select from drop down menus) Improvement in children and young people's health and wellbeing NIF Driver Assessment of children's progress Teacher professionalism	HGIOS? 4 QIs (select from drop down menus) 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum

Strategy: What did we set out to do?

- Continue our journey to develop strategies as a nurturing school.
- Through the development of positive relationships, our young people will feel valued, respected, included, and listened to in school.
- Our PSE programme will include thematic mental health resources.
- Continue to engage with parents via a range of media.
- Develop a staff well-being policy to ensure staff have the support and access to resources to support their mental health & well-being.
- School attendance to improve.
- Targeted support for those young people who are care experienced.

Progress and Impact: What difference did we see? What did we achieve?

- Almost all staff completed the SLC Attachment (Part 1 & 2) training to support implementation of 'Nurturing Classroom' approaches.
- Introduction of online parent meetings, all parent emails and increase in social media communications.
- 3 additional staff have been trained in Nurture, making our Nurture Groups more sustainable going forward.
- 12 members of staff have completed First Aid Mental Health Training to support young people's emotional and mental well-being. 13 S6 young people trained as Mental Health Ambassadors to support young people during S1 Health & Well-being lessons.
- CBT: 29 SIMD 1&2 pupils identified by staff as struggling with aspects of well-being were targeted for Cognitive Behavioural Therapy (CBT). The percentage of pupils understanding CBT and its impact on mental health increased from 22% to 86%.
- Fourteen disengaged SIMD 1 & 2 young people attended Positive Futures or First Steps. Attendance increased on average by 9.1%. 100% of pupils achieved a Level 4 Literacy qualification and 100% achieved Level 3 Numeracy or above.
- Consultation with all stakeholders on next steps of PPRUDB procedures.
- MCR Pathways: 18 S1 and S2 CEYP participate in weekly group work sessions focusing on emotional literacy, well-being, teamwork, employability, and self-awareness. 27 S3-S6 CEYP have been matched with a mentor.
- Weekly PowerPoint assemblies focused on prayer, well-being and good news.
- Almost all pupils have increased knowledge on how to access online well-being resources.
- Health & well-being days focused on a range of sporting activities and well-being workshops for our young people. Feedback was incredibly positive.
- Development and implementation of staff well-being policy, favourably welcomed by staff particularly the 5 pm curfew for sending emails.
- Continued support offered by school chaplain to our young people and staffs well-being.

Next Step(s) to inform SIP for 2022/2023:

- Further increase in staff training in Nurture and First Aid Mental Health.
- Continue to consult with all stakeholders to develop further bespoke packages for pupils displaying distressed behaviours to encourage and support educational participation.

- Review staff well-being policy. Undertake staff well-being questionnaire and activities.
- Develop partnership opportunities for the introduction of HWB week for S1-S3.
- More robust approach to measuring young people's health & well-being through the Glasgow Motivation and Well-being Profile.
- Develop further outdoor learning opportunities to promote well-being and achievement.

School priority 3: Planning for Equity	
NIF Priority (select from drop down menus) Improvements in attainment, particularly in literacy and numeracy NIF Driver Assessment of children's progress Teacher professionalism	HGIOS? 4 QIs (select from drop down menus) 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum

Strategy: What did we set out to do?

- Maximise attendance for targeted young people.
- Targeted interventions for our most deprived young people with a focus on improving literacy and numeracy outcomes.
- Increased opportunities for wider achievement for our most disadvantaged.

Progress and Impact: What difference did we see? What did we achieve?

- Numeracy and Literacy Interventions: 21 targeted pupils (including 2 EAL) achieved an increase in Number Age of 4 months. Attitudes to numeracy/mathematics indicated a 32% increase in positive attitudes towards numeracy in target group. S1&2 pupils involved in paired reading read an average of 0.9 more books per month, and increased enjoyment in reading. Average reading scores increased by 10 percentage points.
- Spanish Reading: S3 Targeted pupils were given a dictionary and support to use these to improve reading skills. This resulted in a 21% increase in reading scores.
- Study Skills: S4 SIMD 1&2 pupils who were off-track attended after school sessions in cookery, ate their meals and then completed a study session. Attendance averaged 62% in block 1 and 42% in block 2. Staff and pupils commented positively on the relationships built up. 12 of the 20 pupils have an average attendance below 90% yet attended more than one of these after school sessions. 100% of pupils have achieved Literacy at Level 4 or above and 58% are on track to achieve National 5 Literacy in this year's SQA diet.
- Outdoor Learning: 9 S3 pupils completed an SQA Improving Well-being award.
- Family Learning: 12 P7 pupils and their families (identified as at risk of disengagement) attended 5-week programmes in either cooking or woodwork.
- Participatory Budgeting: 97% of pupil group stated they enjoyed the process. The access to free drinking water has continued to have a positive impact on all aspects of the curriculum with 72% of pupils saying that having reusable water bottles and access to free drinking water has increased their concentration in class. This has also removed a significant cost of the school day for pupils who no longer have to purchase cold drinking water from the canteen.
- Science Residential: 21 targeted pupils visited Dounan's Outdoor Centre where they developed confidence, made new friends, and worked with science teachers in small groups to improve their investigation skills. Almost all pupils evaluated that they built up new and lasting relationships with all the staff and with other pupils.
- Transition: Secondary Maths teachers visited the primaries and delivered a lesson trialling agreed L&T approaches. 97% of P7 pupils enjoyed the visits; 93% said they had a better understanding of equivalent fractions and 94% felt more confident about studying maths at Trinity.
- Duke of Edinburgh: 9 of the targeted pupils (64%) completed the bronze award.
- Health Days: 78% either agreed or strongly agreed that they felt more confident in their knowledge of mental health after taking part in the day. 88% agreed or strongly agreed that because of Mental Health Day they have learned techniques to promote positive mental health.

Next Step(s) to inform SIP for 2022/2023:

- Pupil Voice will be central to our creation of Equity Outcomes for next session.
- Streamline Numeracy and Literacy interventions and measurements and use more robust baseline assessments in literacy such as the NGRT.
- Increase accreditation from some of the successful interventions for our pupils such as Participatory Budgeting, Outdoor Learning, CBT (Cognitive Behavioural Therapy), Barista Qualifications and Mental Health First Aid.
- Remove barriers to S3/4/5 pupils achieving Literacy and Numeracy Levels.
- We are mindful of the cost-of-living crisis and educating and mitigating around Cost of the School Day will be a priority. As Covid regulations ease, we hope to expand our involvement with families and include their voice in our decision making.
- Systematic approach to monitoring and analysing attendance as a key indicator to measure the impact of interventions.

National priority: How we are ensuring Excellence and Equity?

Strategy: Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken.

In session 2021-22 52% of our students lived in decile 1-5 and our Free School Meal (FSME) uptake was 20%. During session 2021/22, 36% of students had an identified Additional Support Need and 26% of students were supported through the Continuum of Support at Stage 2 or above. In addition, we have a higher proportion of pupils with English as an additional language than the SLC average (16%).

The pandemic had a significant impact on our recovery plans for 2021/22. As a nurturing school, our focus was on the health & well-being of our young people, including a focus on those young people who were in danger of disengaging. Covid related attendance issues, anxiety and the increasing numbers of pupils requiring mental health support had a significant impact on resources and improvement planning.

Covid-related staff absence has provided significant challenge in undertaking Recovery Plan activities throughout this session. Staff have been stretched to fulfil their own remit and the remit of others on a regular basis which has impacted the number of Recovery Activities undertaken and the amount of progress within each activity. However, the appointment of key staff, our current teaching and non-teaching staff expertise and goodwill, as well as that of our partners (MCR Pathways, Pathfinders, School Chaplain, Campus Police Officer, School Counsellor, First Steps, Skills Exchange Scotland) supported further the implementation of interventions and a range of strategies to support our most vulnerable young people.

Progress and Impact

What difference did we see? What did we achieve?

- We have seen an increase in achievement at all levels in numeracy and literacy.
- All but one of our young people leaving in S4 have entered an initial positive destination.
- In relation to Cost of the School Day, we have minimised expenditure to parents with our pre-loved uniform events and subsidised uniforms.

Next Step(s) to inform SIP for 2022/2023:

- Pupil Voice will be central to ensuring Excellence and Equity Outcomes for next session, we will engage with the "Young Leaders of Learning" programme.
- Engaging in the West Partnership 'Improving our Classrooms "will support high quality Learning & Teaching.
- We are mindful of the Cost-of-Living crisis and educating and mitigating around Cost of the School Day will be a priority. As Covid regulations ease, we hope to expand our involvement with families and include their voice in our decision making.
- A systematic and robust tracking and monitoring system for literacy and numeracy through to senior phase.
- Review our curriculum structure to ensure best value for our young people.
- Engage with SCQF (Scottish Credit and Qualifications Framework) to explore alternative qualifications within subject areas and across our curriculum.

TRINITY HIGH PARENT COUNCIL - AGM END OF SCHOOL TERM SUMMARY - 21/22

As we head towards the end of the 2021/22 school term, we can reflect on the ongoing challenges faced by our school, how these challenges impacted our young people's education and development and, once again, recognise the fantastic work that our teachers and support staff have done over the past year.

The Trinity Parent Council is proud and humbled by the resolve of our School Senior Management Team (SSMT), teachers, clergy, and the wider support staff. As always, they continue to go the extra mile (and more) to ensure they provide the best education and learning environment possible under difficult circumstances. Ultimately, they are always putting the wellbeing of our children before themselves and, for that, we the Parent Council and wider Parent Forum are forever grateful.

As newly elected Chair of the THS Parent Council I would like to take this opportunity to pass on my appreciation to you all for helping me through these months and, ultimately, being patient with me in my learning process of the role. It's been a bit of a '*learning curve*' but It has been a privilege overall.

You will find some items that were discussed throughout the year below.

October 2021

- Discussions about the SQA Exam Diet.
- Adoption of New Trinity High Parent Council Constitution.
- Discussions around OECD Report. Mrs Craig provided a brief overview of the OECD findings. Main finding was that CfE (Curriculum for Excellence) is still seen as world leading, however, the implementation of CfE has not been.
- Vision and Values Launch.
- Ongoing Covid mitigations.
- Outdoor facilities updates.
- A very successful online parents evening initiative rolled out.
    - *Parental Engagement = 53% (slightly up on previous numbers)*
    - *How effective was communication prior to the event = 90%*
    - *How easy was it to make appointments = 98%*
    - *How easy to use software on the evening = 94%*
    - *Was 5 minutes enough time = 50%*
    - *Preferred format moving forward = 62%*

November 2021

- The school (mainly it's young people) was heavily involved with COP26 events throughout the month.
- The Cabinet Secretary for Education and Skills announced on 22 June 2021 the intention to replace the SQA and consider a new specialist agency for both curriculum and assessment while also taking forward reform to Education Scotland, including removing the function of inspection from the agency. A challenging time for all.
- Counselling Services budget increased.

December 2021

- The, very much appreciated, Supported Study timetable is implemented. Four week supported study programmes, including transport gets underway.
- School Vision & Values Launch: The school vision incorporates three core elements: Home, School, Church - Life, Learning, Work - Faith Hope Charity.
- Very positive feedback for the previous month's Catholic Education Week
- Ongoing Outdoor Facilities discussion.

January 2022

- Covid mitigations and assessment periods are the main topic of discussion.
  Change to these mitigations means some major changes to the running of the school day.
- Assessment period: scheduled for the week beginning 17 January and will last for two full weeks. Due to staffing shortages full study leave will be granted to pupils. This is to facilitate the invigilation of assessments.

February - April 2022

- Discussions about the SQA Exam Diet.
- Ongoing Covid mitigations.
- Development of the school's Vision and Values brand.
- Various posts filled throughout the year including the appointment of Clare McLeod as DHT.

May 2022

- Covid mitigations: All things are open - this is a big thing for the whole of the country but huge for the school! Trips... including residentials are going ahead.

SQA:

- Exams underway. Prior to this all were distributed with their estimates as per SQA guidance. It was tight as we wanted to give our young people the best chance to gather demonstrated evidence for their estimate. The Parent Council would like to formally thank all of you for your hard work.

Finally... I would like to take this opportunity to wish you all the best over the summer break. You, as a team, thoroughly deserve it.

Enjoy the 'Sun' folks.

Scott McPhee
Chair Trinity High School Parent Council