TRINITY HIGH SCHOOL

STANDARDS & QUALITY REPORT

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

2025/26

STANDARDS AND QUALITY REPORT 2026

Trinity High School is a six-year Roman Catholic Comprehensive school at the heart of the Rutherglen/Cambuslang community. We are a growing and thriving school. Our school roll was 1245 in 2025-2026. The school serves a wide geographical area that includes the communities of Rutherglen, Cambuslang and Carmyle. We serve seven partner primary schools and five local parishes.

The leadership team consists of a head teacher and five depute head teachers (DHTs).

The school serves a diverse socio-economic community:

In session 2025-26, 29% of pupils lived in Scottish Index of Multiple Deprivation (SIMD) deciles one and two, and 49.2% lived in Quintiles one and two. Our Free School Meal (FME) uptake was 23%. During session 2025-26, 43% of pupils had an identified Additional Support Need. In addition, we had a higher proportion of pupils with English as an additional language than the SLC average (10.1%).

Our main priority is to ensure that our young people feel welcomed, nurtured and secure in school, whilst always striving to raise attainment and achievement to improve the life chances of all. We provide high-quality learning experiences that nurture each young person's God-given talents and prepare them for future success. As a school community we are proud of the achievements of all of our pupils.

We are a school of faith and learning, with our Gospel values at the core of everything we do. We aim to nurture each young person's spiritual development through the example of Jesus and the teachings of the Catholic Church, guiding them to live out our school values of faith, hope and charity in everyday life.

We build a supportive and caring environment, where Home, School and Church unite to foster a sense of belonging through strong, respectful and nurturing relationships. We strongly believe that our success depends on partnership with, and involvement of, parents and carers. We value the strong relationships we build with our young people, staff, parents, carers, the diocese, and the communities we serve.

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Part 1 - Progress and Impact with 2025/2026 School Improvement Priorities

Strategic Priority 1 - Improve further the quality of learning, teaching and assessment across our curriculum

What we set out to do?

- Continue to learn about different teaching methods to make sure each child gets the right level of support and challenge in every subject area.
- Continue to improve how teachers assess pupils' progress and ensure they are consistently supporting learning in the best way.
- Ensure pupils have more opportunities to share their thoughts on how they learn best and what helps them succeed.

What was the progress and impact of our work?

Continue to learn about different teaching methods to make sure each child gets the right level of support and challenge in every subject area.

- Staff actively engaged with targeted Professional Learning, successfully expanding their expertise and capabilities. This included staff collegiate evenings, utilising a shared resource bank and the Differentiation Toolkit. Almost all staff surveyed (96.3%) said the new resources were highly valuable in helping them adapt lessons for different learning needs.
- Staff participated in a series of three workshops including training on using AI (Google Gemini) to support lesson planning. Most staff (81.5%) agreed these workshops gave them highly practical ideas to better support pupils in their specific subject areas.
- Evidence from a full round of classroom visits involving all staff, learning walkthroughs, and departmental meetings confirm that teachers are actively using a wide variety of tailored techniques across the school to improve how children learn.
- By using collated evidence from classroom visits, curricular leads could clearly see what each department was doing well and where they need to focus next.
- This focus was designed to enrich the overall learning experience for our pupils. Currently, most pupils surveyed (82.4%) report that they enjoy learning at school, while almost all (92.1%) are happy with the quality of teaching they receive. Crucially, a clear majority (65.4%) explicitly notice that teachers use different resources and strategies during lessons to support them when they are stuck or stretch them when they need a challenge.

Continue to improve how teachers assess pupils' progress and ensure they are consistently supporting learning in the best way.

- Whole-school collaboration was strengthened during an Inset Day, where staff met to moderate pupil’s work. This helped ensure that marking standards are completely fair and consistent across different classrooms. Almost all staff

(over 90%) reported that the session directly supported them in integrating breadth, challenge, and real-world application into their forward planning.
- A weekly pupil and staff focus on Assessment is for Learning (AifL) strategies was implemented in May. This supported staff in using formative assessment to check for understanding and adapt future lesson planning in real-time.

Pupils will have more opportunities to share their thoughts on how they learn best and what helps them succeed.

- Targeted pupil assemblies were launched to openly share pupil feedback and show them the direct actions the school took as a result of their feedback. These assemblies, combined with teachers talking about it every day in class, were also used to highlight what a great lesson looks like. When asked most pupils (81.3%) know what makes a good lesson.
- Following activities to raise pupil's awareness of 'Our Journey to Excellence', the school's learning, teaching, and assessment framework, 60.5% of surveyed pupils (283 out of 468) now recognise the framework and understand how it guides their learning. Furthermore, feedback from parent and carer surveys reaffirms alignment with this framework, demonstrating a shared community vision of what makes learning successful.
- Pupil focus groups were conducted to gather data on what learners think about daily classroom teaching. This valuable feedback is being used to shape the school improvement plans for the upcoming school year.

Next steps:

- Staff to design and implement research-informed challenge strategies across the curriculum to continue to help pupils reach their full potential.
- Implement a peer learning walk initiative to develop knowledge and confidence in using high-quality teaching methods, ensuring that young people experience a more consistent, supportive, and engaging learning environment.
- To continue to work on Broad General Education moderation and assessment, with a particular focus on challenge.

Strategic Priority 2 - Further improve Health & Wellbeing of our young people, their families, and our staff

What we set out to do?

- Continue to create a learning environment where all young people feel safe, included, and supported to thrive by embedding wellbeing in everyday teaching and learning practices.
- Ensure all young people experience a school culture where their rights are understood, respected, and embedded in all aspects of school life, leading to increased participation, wellbeing, and equity.
- Provide opportunities for young people to continue to develop their knowledge, skills, and values to live sustainably, contribute to a fairer and greener society, and take informed action on local and global environmental challenges.

What was the progress and impact of our work?

Continue to create a learning environment where all young people feel safe, included, and supported to thrive by embedding wellbeing in everyday teaching and learning practices.

- Whole-school policies for spiritual and mental wellbeing were created through a collaborative network of staff. To support this in classrooms, subject areas created new departmental displays that explicitly show pupils how wellbeing links to their daily learning and highlights the specific support available within each subject.
- Staff training sessions were delivered to help teachers better understand wellbeing and assess the individual needs of every young person.
- The school's Additional Support Plan (ASP) procedures and paperwork were revised. Individual pupil targets now link directly to national wellbeing indicators. This has successfully helped staff, pupils, and parents better understand how a child's wellbeing affects their education. Pupils are now actively involved in setting their own targets and planning their daily learning.
- A centralised 'Meeting Learners' Needs' digital folder was established, ensuring all pupil support requirements are safely recorded and easily accessible to teaching staff. Combined with newly updated 'Staged Intervention' records, this ensures that any learner requiring extra help is identified and supported quickly.
- This focus has contributed to the whole-school pupil survey feedback. Almost all (90.2%) pupils reported feeling safe at school, with most feeling supported through a trusted adult (81.8%), healthy lifestyle education (79.3%), and regular exercise (82.3%). Additionally, a majority (70.9%) feel the school is helping them become confident, and 78.5% feel actively involved in setting their own educational and personal wellbeing targets.

To develop a school culture where young peoples' rights are understood and respected by those around them, and to begin embedding young peoples' rights into all aspects of school life to increase participation, wellbeing and equity.

- Children's rights were highlighted across the school community. Detailed presentations regarding the United Nations Convention on the Rights of the Child (UNCRC)—focusing on the legalities, roles, and responsibilities—were delivered at pupil assemblies, staff training days, and pupils manned a display at two parents' evenings.
- Staff were encouraged to incorporate specific UNCRC rights into their daily lessons and assemblies, highlighting how relevant these rights are to the everyday life of the school.
- A dedicated Pupil Focus Group was formed to give young people a direct say in how rights are promoted. A UNCRC display board was also established in the school to keep rights visible for all students.
- A structured UNCRC school calendar was established for the year. This supported the launch of a 'Right of the Month' initiative, featuring targeted presentations and activities at monthly assemblies to help pupils understand different rights in detail.
- A new draft School Charter was successfully created. This will be launched in the new term after consultation with the school community.

Provide opportunities for young people to continue to develop their knowledge, skills, and values to live sustainably, contribute to a fairer and greener society, and take informed action on local and global environmental challenges.

- Continued involvement with the South Lanarkshire Youth Forum for Climate Change and Sustainability provided significant leadership opportunities for senior students. Following an S6 pupil successfully serving as Vice Chair, a S3 pupil was appointed as Vice Chair for the 2026–2027 session, ensuring ongoing student representation at the local authority level.
- The school Eco Group was launched again and now features over 20 active members from across various year groups. This group has actively promoted sustainable practices, encouraged pupil voice in environmental initiatives, and set a target to achieve the official Eco Award starting from August 2026.
- Hands-on projects included re-introducing recycling initiatives across school departments. High-visibility vests were also purchased to support regular, pupil-led litter picks within both the school grounds and the local community.
- Stronger links were established with the Religious Education (RE) department through the principles of *Laudato Si'* (caring for our common home, social justice, and stewardship of creation). This cross-curricular approach reinforced the school ethos and helped pupils understand that sustainability is both an environmental and a moral responsibility.
- These combined activities successfully increased pupil leadership, participation, and wider achievement. Pupils actively developed core skills in teamwork, communication, and organisation. Furthermore, the focus on environmental responsibility empowered young people to become responsible citizens, deepening their commitment to social justice and caring for their local and global communities.

Next steps:

- Continue to deepen staff and pupil knowledge and understanding of the national wellbeing indicators so pupils can confidently explain how their wellbeing affects their progress in school.
- An increase in opportunities for pupils to explore rights, equality, and diversity: This target aims to help young people build a deep understanding of fairness and inclusion across the school. Further embed Children's Rights across our School ethos and practices so that our young people learn about rights, model rights respecting language and practices, and develop as rights respecting citizens.
- Enhanced opportunities for pupil leadership roles linked to social justice and sustainability to continue to connect environmental responsibility and the teachings of Laudato Si' (caring for our common home) directly to core school values across all subjects. Learning will be aligned with the requirements for the Eco-Schools Scotland Green Flag Award.

Strategic Priority 3 - Continue to raise attainment and achievement through our curriculum offer, targeted support, effective use of data, and strong collaboration across the school community.

What we set out to do?

- Continue to embed enquiry-based learning within S2
- Analyse S1–S3 progress data through a consistent tracking system to provide targeted support, particularly for young people impacted by poverty or additional barriers to learning.
- Establish consistent and termly tracking of wider achievement across all year groups

What was the progress and impact of our work?

Continue to explore opportunities for delivering Enquiry Based Learning within the S2 curriculum

- Acting on feedback from staff focus groups, the Curriculum collaborative network introduced a clearer framework for enquiry-based learning, which has given S2 pupils more stability, better resources, and a stronger foundation to explore their ideas.
- Six members of staff completed training with Daydream Believers to enhance their skills in delivering high-quality, creative learning experiences.
- The curriculum collaborative network worked alongside the Developing Young Workforce collaborative network to plan so that enquiry-based learning directly links to the development of the pupils' core skills.
- By bringing in an external organisation, Clyde Gateway, the project has offered pupils the opportunity to see the real-world connection between their schoolwork and innovation happening right within their own local community.

Analyse S1–S3 progress data through a consistent tracking system, leading to the implementation of targeted support, particularly for young people impacted by poverty or additional barriers to learning.

- Draft document has been created to establish a clear, consistent approach to tracking student progress and monitoring data from S1 all the way through to S6.
- This consistent tracking system will allow staff to implement targeted support and timely interventions, particularly for pupils who may face barriers to learning or challenges related to financial hardship.

Establish consistent and termly tracking of wider achievement across all year groups

- Consistent tracking system in place to monitor and celebrate pupils' wider achievements across all year groups throughout the term.
- Parents and carers have engaged with the new system, with 54 responses submitted through the online Wider Achievement form to share successes happening outside of school.

- A total of 371 pupils (216 in S1–S3 and 155 in S4–S6) were recognised for their achievements with certificates.
- Pupil achievements and school activities were highlighted through six dedicated Pupil Wider Achievement Assemblies, three Parental Newsletters, and a newly created notice board in the main street area.
- This focus contributed to feedback from pupils. In a survey of 370 pupils, the majority felt supported and valued, with 88.6% agreeing that the school provides opportunities to get involved, and 84.9% agreeing that the school actively recognises and celebrates their successes. Strong school relationships were highlighted, as 70.6% of surveyed pupils agreed they have regular opportunities to discuss their outside achievements with an adult in the school who knows them well.

Next steps:

- Continue to build adaptive approaches that prepare staff to respond effectively to the Curriculum Improvement Cycle (CIC), while offering learners the opportunity to participate in enquiry-based learning to build transferable skills that they can confidently recognise and talk about.
- The Raising Attainment Collaborative Network will consult with school staff to gather feedback on the draft guidelines before implementation.
- Analyse whole-school wider achievement data and introduce it into Personal and Social Education (PSE) classes, giving pupils a dedicated space to discuss their successes and explore new opportunities.

Strategic Priority 4 - To further develop our faith as a Catholic community

What we set out to do?

- Continue to embed the core school values, Faith, Hope and Charity, into everyday conversations
- Establish a pupil-led Youth Pastoral Group ('Gen Hope') to continue to deepen their understanding of the school values

What was the progress and impact of our work?

Continue to embed the core school values into everyday conversations

- The pastoral planning collaborative network, collaborated with pupils, staff, parents, carers, and the school chaplain to design meaningful ways to bring core values into daily school life. This included a school values poster. The poster highlights the core principles of faith, hope, and charity and is now displayed across all classrooms. This ensures that visual reminders of how to put these values into action are consistently available to pupils and staff throughout the school day.
- To reward and encourage positive choices, a values-based school trip was organised. This excursion was directly linked to the school's merit system, celebrating pupils who consistently demonstrate the core values in their daily interactions.
- These combined initiatives have enhanced everyday dialogue across the school community. By connecting regular pastoral activities and reward structures directly to daily school life, pupils and staff are demonstrating respect and compassion, putting the principles of faith, hope, and charity into real, everyday action.

Establish a pupil-led Youth Pastoral Group ('Gen Hope') to continue to deepen their understanding of the school values

- A pupil-focus group, involving pupils who previously attended the Generation Hope camp, met on a monthly basis with the Head Teacher and the school chaplain. These sessions provided a dedicated forum to discuss the school's core values in depth and explore practical ways to put them into action across the school community.
- Feedback from the participating pupils was extremely positive, with all young people surveyed stating they now understand the school's values either 'well' or 'very well' following these monthly discussions. Furthermore, every participant reported feeling a stronger, more personal connection to these core principles in their daily lives.
- The initiative successfully amplified pupil leadership and decision-making, with 90% of the pupils agreeing or strongly agreeing that their ideas and contributions during these meetings are actively listened to and make a real difference to the wider school. Written feedback from the young people

highlighted that the sessions helped them understand school values in a deeper yet highly accessible way.

Next steps:

- Review our current school prayer to ensure it remains meaningful and inclusive for all pupils as our community evolves.
- Enhanced opportunities for pupil leadership roles linked to social justice and sustainability.
- Continue to strengthen an inclusive school environment where diversity is recognised, respected, and celebrated

Part 2 - Equity Strategies and Achievements

What did we set out to do?

- Improve Health and Wellbeing by engaging in Health Promoting Lifestyles
- Improve attainment of BGE pupil equity fund entitled learners with Additional Support Needs in Literacy and Numeracy through targeted interventions
- Improve minimum attainment for Senior Phase Pupil by increasing short course offerings and targeting support in Literacy and Numeracy and other bespoke areas for those at risk of not achieving.
- Engage with school community in Participatory Budgeting Process in reviewing our school trip offering.

What was the progress and impact of our work?

- 45 S3 Pupils took part in the Blues Program which supports Mental Health. Most showed decreased levels of anxiety and low mood following the sessions.
- More than 60 pupils took part in our already successful Health Promoting Lifestyles Programs such as Learn to Swim, Rowing, School of Netball and Nurture and our residentials in Science, RE and Sailing. All had a positive impact on wellbeing for example in Learn to Swim all 18 pupils reported an increase in all aspects of wellbeing as a result of the program.
- In addition, we developed new programs in partnership with the School of Hard Knocks (a rugby program) and Universal Connections SALO programme. All pupils reported that they enjoyed the program and most reported that it had improved their regulation in other areas of learning.
- 24 S1&2 pupils were targeted for support in Literacy or Numeracy. This resulted in almost all pupils significantly increasing their number age or literacy ability and their attitude to Literacy and Numeracy.
- Almost all equity entitled pupils in S4 achieved a minimum of Level 3 Numeracy and Level 4 Literacy and English. Most are on track for one Level 5 Award. 91 pupils across S4/5/6 achieved a Level 6 in Mental Health or Emergency First Aid.
- Almost all equity entitled pupils in S5/6 are on track for a minimum of 5@Level 5 and 1@Level 6 or equivalent tariff points. 12 at risk young people took part in the STAR program and half of these pupils went on to attend Supported Study in Literacy and Numeracy.
- The majority of votes in the Participatory Budgeting was for School Trips. These took place in April-June 25. Almost all pupils said they enjoyed the trip and most said it improved their wellbeing.

Next Steps:

- Work closely with Pupil Support to enhance how we measure wellbeing and enhance systems for tracking and monitoring Equity Interventions. Pupil voice is clear that trips, activities and clubs are a top priority in relation to wellbeing.

- Increase internal and external accreditation for wellbeing initiatives.
- Review S1 Family Learning Program to increase attendance.
- Work closely with Support for Learning to monitor interventions to support Literacy and Numeracy in S1&2.
- Launch Trinity Passport for S4 Pupils at risk of not attaining to clarify minimum expectations for all leavers.
- S5/6 expand the successful STAR attainment program to ensure supported study benefits the pupils who need it most.

Part 3 - Partnership Working (Focus on Parents and Carers)

Consultation and Feedback

Trinity High School regularly uses parent and carer voice surveys to co-author and guide its School Improvement Plan priorities. Parent Council records reveal consistently high engagement rates. Feedback from our September 2025 survey demonstrates a trusting partnership between the school and our families, with just under 90% of parents and carers feeling the school is approachable.

Family Learning

We offer Family Learning Sessions to PEF Entitled Learners in September of S1. This session seven families attended a wellbeing session, and four families attended both English and Social Subjects sessions. Our evaluations highlighted that 100% of families felt they benefitted from the sessions, and 93% would be interested in further Family Learning Opportunities. Qualitative comments include "It was great using Google Classroom and playing the games which don't feel like learning"/"I enjoyed the balance between fun and informative – I was able to sort out a parent pay issue while my child enjoyed the PE activities."/ "The placemat is a great resource to encourage methods of joint reading at home" which illustrates the many benefits of the program.

As part of our Transitions Program, P7 families are identified and invited to take part in a four-week Family Learning Program in March. The programme includes a range of engaging activities across Health and Wellbeing, Home Economics, PE, Science and Art. This session, 13 families attended. Feedback from our evaluations indicated that 100% found the workshops useful and beneficial and 95% want further Family Learning Sessions. Qualitative comments included “really built my child’s confidence”/“It’s been great to see what to expect”.

Celebrating Success Together

The school community comes together through highly supported parent and carer events, including over 340 attendees at our S6 leavers’ mass and more than 450 attendees at the formal school award ceremonies. Parents and carers also actively support broader pupil expressions in the Young Musician of the Year, the Dance Showcase, annual school shows and concerts.

Part 4 - Relevant Data Regarding Young People's Attainment and Achievements

Trinity High School is establishing an upward trend in attainment, with recent sessions regularly exceeding national benchmarks across most key areas. Trinity High School is successfully raising academic achievement across nearly every subject area.

Almost all students make very good progress in literacy, frequently performing better than young people in similar schools across the country. In addition, most students make strong progress from their previous levels in numeracy.

Senior Phase Key Performance Indicators

- 1@ SCQF Level 5 A-C 89.99% 2025/26
- 1@ SCQF Level 6 A-C 43.54% 2025/26

Over 96% of young people transition into an initial positive school-leaver destination (employment, further education, or higher education) upon leaving Trinity High School.

CELEBRATING WIDER ACHIEVEMENT
AT TRINITY HIGH SCHOOL