

Context of the school:

**Our School**

Trinity High School is a Catholic Comprehensive Secondary School with a roll of 1062 and a teaching complement of 75, including 3 pilot area cover teachers and 1.2 SAC/PEF funded roles. 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 catchment area is very mixed and includes areas of major deprivation with 33% of our cohort in SIMD 1 and 2, and 54% in deciles 1 to 5. Over recent years, poverty levels have been significant with the number of pupils receiving free school meals at 19%. In addition, we have a higher proportion of pupils with English as an additional language than the SLC average (16%).

**Vision**

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.

**Aims**

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.

## Review of progress for session Aug 2019- March 2020

<b>School priority 1: Raising Attainment/ Recognising Achievement</b>	
<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children</p> <p><u>NIF Driver</u> Teacher professionalism Parental engagement Assessment of children's progress</p>	<p><u>HGIOS 4 QIs</u> 1.2 Leadership of learning 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>
<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>85% of pupils have successfully experienced and achieved CfE Third Level Literacy and Numeracy by the end of S3 in preparation for the Senior Phase by 2020.</li> <li>Recognising achievement – Further development of systems for effective monitoring and tracking of pupil progress (esp. BGE). Extend whole school BGE tracking model to S3 pupils.</li> <li>85% of leavers at S4/5/6 exit points achieve Level 5 Literacy by 2020. (2016 – 74.4%)</li> <li>70% of leavers at S4/5/6 exit points achieve Level 5 Numeracy by 2020. (2016 – 58.3%)</li> </ol> <p><b>Progress</b></p> <ol style="list-style-type: none"> <li>Intervention measures indicate steady progress towards achieving the target in Numeracy and exceeding the target in Literacy.</li> <li>S3 BGE Tracking model follows on from the success of the S1/S2 pilot. Seemis Progress + Achievement module is likely to overtake the functionality and purpose of our BGE tracking models.</li> <li>THS continues to make progress with this Literacy measure achieving an attainment level on a par with our virtual comparator.</li> <li>Progress with this Numeracy measure has regressed slightly compared to 2018 measures. We remain off the pace when compared against our virtual comparator.</li> </ol> <p><b>Impact</b></p> <ol style="list-style-type: none"> <li>June 2019: 81% of S3 pupils achieved Numeracy CfE Third or Level better. 96% of S3 pupils achieved Literacy CfE Third Level or better.</li> <li>The BGE tracking spreadsheet is being utilised successfully to identify target groups/individuals and monitor progress in Literacy and Numeracy interventions.</li> <li>2019: 85.7% of leavers at S4/S5/S6 exit points achieved Level 5 Literacy.</li> <li>2019: 60.6% of leavers at S4/S5/S6 exit points achieved Level 5 Numeracy.</li> </ol>	
<p>Next Steps: Covid-19 Recovery plan for session 2020 will have a clear focus on recovering attainment including providing a range CLPL opportunities to enable Blended Learning.</p>	

<b>School priority 2: Meeting Learners' Needs</b>	
<p><u>NIF Priority</u> Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u> Teacher professionalism Parental engagement Assessment of children's progress Performance information</p>	<p><u>HGIOS?4 QIs</u> 2.1 Safeguarding and child protection 2.4 Personalised support 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion</p>
<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Increase whole school attendance rate to meet/exceed SLC attendance rates.</li> <li>2. Target: Continue to sustain exclusion rates lower than SLC comparator.</li> <li>3. Introduction of "Pathfinder Programme" to specifically target pupils who are at risk of being referred to the children's reporter based on attendance.</li> </ol> <p><b>Progress</b></p> <ol style="list-style-type: none"> <li>1. Tracking and monitoring of low attending pupils has increased via an attendance forum structure.</li> <li>2. There has been an increased focus on and utilisation of staged interventions that are appropriate for pupils based on their needs and individual requirements.</li> <li>3. Targeted support has been provided for approximately 30 families through this session. Support has continued and been enhanced during lockdown period with the provision of ICT, food, stationery, learning packs, feminine hygiene packs, utility bills and social and emotional support.</li> </ol> <p><b>Impact</b></p> <ol style="list-style-type: none"> <li>1. Attendance rates achieved 2018/19 (SSR2 Feb'20): School=90.3%; SLC=90.5%. <i>(Not possible to breakdown SIMD cohorts as unable to access data at time of writing).</i></li> <li>2. Exclusion openings achieved 2018/19 (SSR2 Feb'20): School=159; SLC=205. <i>(Not possible to breakdown SIMD cohorts as unable to access data at time of writing).</i></li> <li>3. Engagement and attendance has improved for targeted pupils <i>(Figures not available at time of writing)</i>. Parental feedback has been very positive. Regular contact has been maintained.</li> </ol>	
<p>Next Steps: Covid-19 Recovery plan for session 2020 will have a clear focus on supporting Health and Wellbeing including targeted mental health resources and activities and the promotion of attachment practices.</p>	

**School priority 3: Skills for Learning, Life and Work**NIF Priority

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

NIF Driver

Assessment of children's progress  
Performance information

HGIOS?4 QIs

2.2 Curriculum  
2.3 Learning, teaching and assessment  
2.4 Personalised support  
2.6 Transitions  
2.7 Partnerships  
3.3 Increasing creativity and employability

**Outcomes**

1. Maintain sustained positive destination rate above 95%.
2. Introduction of SCQF Ambassadors.
3. Provide support to achieve and sustain employment consisting of the delivery of a nationally recognised qualification, and the delivery of employability, core skills and personal development through engaging and practical activities.

**Progress**

1. We currently are engaging with 20 employers/training providers. Increase in Foundation Apprenticeship numbers. Gateway to Engineering 200% increase in females attending. Increase of 60% in overall numbers. Now SCQF Level 5 Accredited. Intentions are to be used as a stepping stone to the FA Engineering course. Good progress made with achieving target of 90% MyWOW registrations THS=87%; SLC=58%; National=80%.
2. SCQF Ambassadors identified via Pupil Council.
3. Rural and Urban Training Scheme (RUTS) delivered to 13 targeted pupils, providing vocational training and employability support.

**Impact**

1. Positive Destination rate achieved 2018/19 (SSR2 Feb'20): 95.63% Increased awareness of employability skills across the curriculum and various pathways and opportunities for a positive future.
2. More pupils engaging in careers events/career based learning across the school. *(Measures not available at time of writing).*
3. Almost all pupils engaged and spoke positively about the programme. *(Quantitative measures not available at the time of writing.)*

Next Steps: Continuation of 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. Within the context of Covid-19 recovery, continue with Employability PT Equity post.

**School priority 4: Professional Learning**NIF Priority

Improvements 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

NIF Driver

Teacher professionalism  
School Improvement

HGIOS?4 QIs

1.1 Self-evaluation for self-improvement  
1.3 Leadership of change  
1.4 Leadership and management of staff

**Outcomes**

1. Continue to support Professional Update and PRD (Use of Standards).
2. Offer staff the opportunity to deliver or experience quality Professional Learning Opportunities.

**Progress**

1. Staff are undertaking PRD and PU meetings June'20 to Oct'20. Extended due to Covid-19.
2. School Based PL programme put in place. Staff have supported the programme with 22 CLPL opportunities on offer.

**Impact**

1. 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.
2. 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 have completed SCQF11+ qualifications. Five staff gained promotion internally and five staff have gained promoted posts externally.

Next Steps: Covid-19 Recovery plan for session 2020 will have a focus on supporting staff with CLPL focusing on blended learning and the use of technology to deliver this learning & teaching model. Raise awareness of revised GTCS standards, issued August 2020.

**School priority 5: Leadership (Change and Improvement)**NIF Priority

Improvements 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

NIF Driver

School leadership  
Teacher professionalism  
School Improvement

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff

**Outcomes**

1. Utilise the GTCS Standards for Leadership and Management to enhance the capacity of aspiring leaders.
2. Provision of leadership opportunities at all levels, including pupil leadership.
3. Utilisation of HGIOS/NIF publications, leading to more effective self-evaluation.

**Progress**

1. The culture of leadership is strong with staff leading a wide range of important aspects of school life.
2. Staff Leadership: A large proportion of staff are leading initiatives/priorities in various areas including SAC/PEF interventions; Majority of staff are members of one or more working group; QA assurance activities are embedded and ongoing; good practice identified and shared; Internal CLPL programme operates with various staff contributing; Approximately 60 engagements with external CLPL courses. Various staff at various levels have completed a range of leadership courses.  
Pupil Leadership: SSVP group for S3/4 progressing well with pupils identified and participation in the group activity; SSVP Group visits to the Ozanam Centre and taking ownership of the Food Bank Initiative; 50 pupils gained Caritas Awards; 51 gained Religious Belief and Values award; 118 pupils achieved Saltire Awards; 30 pupils achieved Duke of Edinburgh Bronze awards. 180 pupils achieved Crest Awards.
3. Data collated from evidenced based self-evaluation structured around NIF drivers and HGIOS QIs is triangulated and provides evidence of impact and next steps.

**Impact**

1. 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.
2. Staff leadership skills have developed, especially during the current pandemic enabling them to work across organisational boundaries; build shared values and trust; draw on a wide range of perspectives and resources across systems to design local solutions; and reflecting local context, communities and aspirations.  
Increasingly, learners are engaging in dialogue about approaches to learning and teaching; are clearer about how they can share their ideas and have a role in leading and shaping change through clear systems for engaging them in decision making processes.
3. 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: Covid-19 Recovery plan for session 2020 will have a focus on supporting staff with CLPL focusing on blended learning and the use of technology to deliver this learning & teaching model. Raise awareness of revised GTCS standards, issued August 2020.

**School priority 6: Developing as a community of faith and learning - Characteristic A**NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parental engagement

HGIOS?4 QIs

2.5 Family learning

3.1 Ensuring wellbeing, equality and inclusion

**Outcomes**

1. Engagement with school chaplain with s1 welcome Mass.
2. Staff spiritual opportunity during HWB inset day.
3. Delivery of Servant Leadership residential programme.
4. Development of Prayers for each House Group relating to saints.
5. Embedding of S2 retreats.

**Progress**

1. S1 welcome mass took place in Sept'19.
2. School Values due to be re-launched as part of the school HWB initiative during the May in-set – curtailed due to the COVID-19 pandemic. This is to be taken forward into session 2020/2021.
3. Retreat completed Sept'19. Continue to work with partner agencies and diocese to have a shared experience of prayer and liturgies.
4. 6 saints identified – students to select 3. No further progress due to Covid-19.
5. Net Ministries Retreat completed Feb'20. Evaluation based on the well-being web and other indicators were developed to determine impact to targeted pupils and others involved.

**Impact**

1. Feedback from both parent and pupils was very positive. Increased parental engagement with the spiritual formation and celebration of a spiritual experience in the school.
2. Increased awareness that celebrations of faith link between home/school/church.
3. Senior students became disengaged but those who attended stated that this was a worthwhile practice.
4. No measurable impact due to Covid-19.
5. Feedback from Net Ministries extremely positive. Feedback from participating pupils also very positive. Net Ministries are using feedback from Trinity High to seek further funding to continue their initiative.

Next Steps: : Covid-19 Recovery plan for session 2020 will have a clear focus on supporting Health and Wellbeing.

**National priority: How we are ensuring Excellence and Equity?**

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:

- Big Writing Delegate Day
- Modern Languages – Higher Challenge, More Authenticity
- Making Modern Languages Work
- P7 Literacy Transition
- Graphic Novels
- Drama Text & Performance
- Parental Engagement Transition
- S1 Numeracy Curriculum
- S3 Maths Supported Study
- Numeracy Calculators
- ICT Pupil Engagement/Enhancement
- Primary/Secondary Numeracy Liaison
- Science Residential
- Digital Learning and Teaching
- Practical Electronics
- CAD/CAM Club
- Mental Health Workshops
- Positive Futures
- Yoga Meditation
- Let's Get Talking
- S2 Net Ministries
- RE Parental Engagement
- Scrumptious Study
- Meeting the Cost of the School Day

Next Steps: Covid-19 Recovery plan for session 2020 will ensure that our most vulnerable families are supported.

### Response to Covid 19 Lockdown closure – March 2020 – June 2020

**Resource Support:** Production and delivery of stationery packs, feminine hygiene packs, food bags and hard copy of curricular packs to young people to promote their wellbeing and attainment.

**Pupil Support:** The development of a separate "Covid Support" Page on the School Website providing pages on the latest updates, Support for families, Home Learning Arrangements, the P7 Transition Programme and Covid Information. This include Pupil Support Contacts, Mental Wellbeing Support, Community Supports, Drive-Through Information and a Request for Support. Additionally there were one-stop links to Home Learning, the P7 Transition Programme and to Covid Information.

**ICT Support:** Delivery of ICT equipment and resources to identified young people to ensure access to online materials and resources. Remote support for Glow/Google Classroom provided through a central contact.

**P7/S1 Transition Website:** Initiating a P7/S1 Transition Website including an introduction, video clips, presentations introductions from staff across all departments, insets from Pupil Support, information on policies and a "Question & Answer" section.

**Continuity of Learning:** On-going development of tasks, activities and materials which were available for young people covering all year groups to provide continuing learning opportunities

for young people. Ongoing support to access Google Classroom was provided. Tasks and PowerPoints, across all subjects for BGE, N5, Higher.

**Ongoing Support:** Was provided such as responding to questions regarding options, accessing codes to classes or responding to needs.

**Supporting Health & Wellbeing:** Ongoing monitoring of the issues identified by pupils/parents/carers. This included the addition of materials to support curricular needs and also the provision of support for anyone stressing or feeling anxious. Positive Mental Health & Wellbeing was promoted by a range of links, websites, contact points and a wide range of practical advice.

**Daily Update:** Communication to the wider community which is updated daily providing links, ideas, suggestions and information to young people and their parents/carers.

**Twitter Links:** Ongoing use of departmental twitter accounts to promote activities, departmental work and celebrate the achievements of young people.

**Developing the Young Workforce:** promoting the range of job vacancies, skills development opportunities alongside the successes of young people who had gained employment.

**Hubs:** Ongoing, regular and consistent use of staff from Trinity High School within Hubs. Additionally support was provided in terms of snacks, juice, stationery packs and support for identified pupils.

**Monitoring:** Ongoing positive supportive and monitoring of care and welfare of pupils and in particular checking and reviewing the care and welfare of our most vulnerable young people.

**Pathfinders:** Pathfinder Support was available for all pupils within the allocated groups. This support continued throughout the period of lockdown and provided individualised, bespoke, practical support for pupils. This resource was monitored throughout this period to ensure a continuous resource was available throughout this period.

**Wider Life of the School:** Activities included the development of a staff montage; an "Annie" Tribute; a highly successful "Sports Personality of the Year" which was seen by thousands and involved a host of sporting celebrities, brought much positive publicity to the school; links to online workouts; weekly challenges in PE and Reading Challenges in English; the "Kindness Bake Off" promoted by HE and RE; the wide range of competitions/activities across all departments including the "THS Sports Week".

**Spiritual Life of the School:** The promotion of a range of masses, Education Masses, Novenas, prayers, links to online prayer resources; audio resources, reflections; centering prayer, spiritual apps, online links to spiritual readings and prayers.

**S1 & S3 Reports:** The full reporting cycle was completed with the provision of S1 and S3 reports.

**Estimates:** The provision of estimates for all N5, Higher and Advanced Higher and the additional implementation of "Refined Estimates in Rank Order" process demanded by SQA including a rationale and a confidence statement.

**Trinity Link Newsletter:** The final Trinity Link Newsletter was made available online.

**School Leavers:** Additional support and links were provided under the Covid Support Link including SDS Links, a School Leavers Webinar, Courses Centre and links to other supports. The school also ran the "Carers Education Programme" provided by SDS. There were also Virtual Work Experience opportunities and video interview tips.

**UCAS Google Classroom:** A Google Classroom was dedicated to UCAS for returning senior students who are or are considering applying to university. There was additionally support available for those applying for 'Medicine' & Health related careers via Next Gen Careers.

## Overall quality of our learners' achievements Highlights of session 2019-2020

- The S5 Results were very strong, and a high number of young people gained 5 or more Highers at an A, and our Advanced Higher Students also performed well with both outperforming our comparator schools.
- We continue to have a high number of placing requests who have or who are intending to join the school.
- In March 2020 Trinity High School retained its position as the pre-eminent Nurture Secondary School in Scotland by securing its second MBQMA-the only school in Scotland to have achieved this accolade twice.
- 118 Saltire Awards were gained.
- 30 Pupils have gained Duke of Edinburgh Bronze Awards and 9 have gained their Silver award.
- In Science, our pupils gained 180 "Discovery Awards", one Gold, four Silver and fifty-six Bronze "Crest Awards."
- Fifty-four students gained Sport and Recreation: Personal Fitness SCQF Level 4 Awards; thirty-five gained NPA Sports Development Awards; sixteen gained SQA Leadership Awards and forty-one gained Heart-Start awards.
- In regards to living our faith we raised £130 for the Poppy Appeal £750 was raised for "Aid to the Church in Need"
- The SVP helped the homeless and refugees in the Ozanam Centre in Glasgow.
- On the 22nd of January 2020, Trinity High School hosted and led the Holocaust Memorial Event on behalf of South Lanarkshire Council leading to much public acclaim, including a commendation from the Education Committee. It was noted that this was also one of the busiest events for several years and was seen by Senior Leaders and senior staff within the authority.
- Represented the authority at the Mass to welcome the relics of St. Therese of Lisieux.
- 65 boxes were collected for the Shoe Box Appeal.
- 50 pupils gained Caritas Awards offering incredibly positive and powerful witness to their faith. Additionally, 51 pupils gained Religious Belief and Values Awards.
- The Advent Appeal for the local foodbank led to over 2000 items being collected to help people in our own community.
- The Mentors in Violence Programme continues to involve many Senior Pupils in supporting others within and beyond the school.
- A highly successful Sportsathon took place as well as a very enjoyable ceilidh.
- 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.
- One of our pupils also won the British "Future Chef" competition receiving her accolade from the celebrity chef Brian Turner.
- Another pupil is the Tri-Nations Kick Boxing Champion.
- Another pupil has gained 4 Scottish caps at Under 17 Level for Woman's football and another pupil gained two representative caps for Northern Ireland.
- Another represented Scotland at various international Tae Kwon Do events.
- We had two pupils involved in the Scottish National Age Group Championship and between them they gained 10 medals.
- One of our pupils represented her country at the Irish Fiddle Championship.
- One of our pupils also won the British "Future Chef" competition receiving her accolade from the celebrity chef Brian Turner.
- The development of the eco garden and our bee colony continues to attract many visitors and widespread media attention. We are also involved in a "Bee Project" with Edinburgh University to analyse the benefits of our honey.
- Trinity High School had a phenomenally successful Christmas Concert and "Cinders" Pantomime and the school show called "The Greatest Show" was seen by over 500 people.

There was further success at the Burns Club Competition Club and our pupils won all three places on the podium at the individual event.

- World Book Day was celebrated by staff and pupils alike with many dressing up as their favourite character and decorating areas of the school. There was also a special menu served by the canteen, a series of “Shelvies” and many other departmental activities. The BGE Novel was also celebrated in what has become an annual feature of the life of the school.
- 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.

## **Parental Feedback Including a Statement from the Chair of the Parent Council**

### **Samples of Parental Feedback**

“I cannot fault the school with the amount of work available on Google Classroom and the accessibility of the teachers providing feedback on a regular basis.”

“Please pass on my thanks to the school for the online content that has kept us going in lockdown. Twitter and Google Classroom have helped us keep a routine, plus the encouragement from teachers has made a huge impact.”

“Given the circumstances, I just wanted to say thank you for all the support you have given my son during his high school years.”

“Your understanding and support play such an important role for the kids and so just wanted you both to know it is appreciated.”

“Having you and the [Pupil Support] base has helped my son so much over the years. Thank you.”

“I do believe that if my son did not have the support you provided, he would certainly have had a very different experience at school. Thank you for contributing to his experience.”

“Please know that you do such an important job and us parents are very grateful.”

### **Statement from the Chair of the Parent Council**

As we reach the conclusion of the 2019/20 school term, we reflect on the impact COVID-19 will have on our young children now and in the future following the closure of all schools in Scotland on the 20<sup>th</sup> March 2020, 14 weeks prior to the end of the School term. We find ourselves in unprecedented times with school exams cancelled for the first time in over 130 years. This is more startling when we consider we have experienced two world wars in this time. This has undoubtedly put additional strain and pressure on our teachers as they adapted to new ways of working and communicating with our young children. This has been especially prevalent as they worked tirelessly to conclude and assess outstanding course work; review all the available evidence gathered over the course of the year and formulate an educated and informed assessment of predicted grades in accordance with the “Refined estimates in Rank Order” for onward submission to SQA to meet their prescribed timescales. This achievement should not be underestimated when we consider the challenges our teachers faced in dealing with their own anxieties, mental health, family constraints and other various competing commitments during lock-down. Under the strong leadership and guidance of Mr Bollen and the wider school management team, the School has faced this crisis head on. This included the implementation of an effective communication strategy using twitter and the School website to update parents, guardians and stakeholders as the COVID-19 situation continued to evolve. The school recognised

the need to make school resources available to those in most need. The school mobilised the production and delivery of stationary and hard copy coursework packs, food bags and hygiene packs. Other initiatives included the accelerated roll out and enhanced usage of Google Classrooms to support on-line learning. These examples are non-exhaustive but provides an indication of the commitment, innovation, resilience and dedication shown by all of the teaching staff. It is during times of crisis and uncertainty that we depend on effective leadership coupled with a committed and motivated team of teachers and support staff.

COVID-19 may have a lasting impact on our children in the years ahead as it disrupts their learning and wellbeing and effects their ability to experience full on site school learning. However, I feel secure in the knowledge that we have an outstanding head teacher in Peter Bollen together with his hugely committed staff to guide us through these uncharted waters as they implement strategies to mitigate the impact of COVID on our children's education.

Michael McBrearty  
Chair of Trinity High School Parent Council  
15<sup>th</sup> June 2020