



Renfrewshire Council Children's Services

**Trinity High School
Improvement Plan**

2021-2022

Planning framework

As part of Children's Services, Trinity High School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. improve attainment, particularly in literacy and numeracy;**
- 2. close the attainment gap between the most and least disadvantaged pupils;**
- 3. improve children's health and wellbeing; and**
- 4. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

Pupil Equity Funding

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all

Working together to improve outcomes

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

Our Vision, Values and Aims

Within Trinity we encourage everyone to maximise their talents, achieve their potential both inside and outside the classroom and grow as responsible, Christian individuals who are able to contribute positively to society.

Faith and Gospel values are central to the school's ethos and core values: **community, equality, respect** and **achieving**. Through this, Trinity High School endeavours to promote a morally sound lifestyle which will enhance the community of the school and the school in the wider community.

We are proud to be a Catholic school and ensure that Catholic Education, the development of the individual as a person in the image and likeness of God, is central in everything that we do. The Catholic nature of the school is clearly evident through every aspect of school life. We place emphasis on positive relationships and benefit from a mutual respect between pupils, staff and parents. Working as a community we strive to put into action our school vision of *Achieving Excellence Together*.

Who did we consult?

To identify our priorities for improvement, we sought the views of learners, Parents / Carers, staff as well as external partners. We used a variety of methods of getting the views of those who are involved in the life and work of Trinity High School such as staff meetings, pupil focus groups, various surveys and discussions at Parent Council.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

Skills Development Scotland
Library Staff
Music Instrumental Service
Home Link
Primary Transition Teacher

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Review and progress discussed at departmental meetings as well as Principal Teacher and Senior Leadership Meetings.
- Surveys (Learners and Parent / Carer)
- Focus Groups
- Learning and Teaching Observations
- Data analysis (using local and national data such as SNSA, Insight and school tracking system)

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Improvement Priority 1 Develop the effective use of Data and Information as a driver for increased levels of attainment and achievement

<p>HGIOS/HGIOELC QIs</p> <p>1.1, 1.2, 2.2, 2.3, 2.6</p>	<p align="center">NIF Priorities</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 		<p align="center">NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>		1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention							
<p><i>We recognise that we should continue to build on the work being done across our authority to ensure smooth transitions. We have identified that we can use this work as a foundation to ensure that there is a smooth gradient of learning especially across key transition stages (such as P7 – S1 and S3 – S4)</i></p> <p><i>Our Senior Phase learners achieve good levels of attainment. However, we recognise through the analysis of Insight and Local Measures that there is a need to further develop the range of curriculum pathways on offer to learners.</i></p>	<ul style="list-style-type: none"> All teachers will have access to and knowledge of the prior learning in order to inform achievement of a level (ACEL) Previous data will be stored securely and used when Pastoral / SMT undertake options discussion for each transitional stage. The collection and analysis of historical data will allow all Middle and Senior Leaders to map learners to appropriate pathways. All learners will have a clear understanding of their current level of progress based on data stored. All young learners will have access to a curriculum which is challenging, engaging and suits their individual needs. All learners and parents will have a clear understanding of the future progression pathways available when making informed decisions about curriculum choices. 	<ul style="list-style-type: none"> All departments will add previous data as part of their current tracking spreadsheets. Tracking spreadsheets will be updated after each reporting window and an update sent to staff. Senior Leadership staff will review, using evidence from assessment the progress of pupils in Literacy and Numeracy through December to June. Teachers of Literacy and Numeracy will use SNSA and ACEL information to review the 'smoothness' of the Trinity Gradient of Learning. This information will act as a baseline for review next session. Performance of learners in Trinity High School will compare favourably with their Virtual Comparators. Every learner will leave Trinity High School with a wide range of SQA accredited qualifications. Insight 	<ul style="list-style-type: none"> Working with Transition Teacher and Cluster colleagues to establish working groups in Literacy and Numeracy. Senior Leaders will review the school tracking system. CLPL for staff on data analysis and interrogation. Use ACEL to help inform pupil of subject choice and staff of appropriate level of study. Use information to lead and inform the discussion with parents / carers regarding progress through each curricular pathway. The Learning, Teaching & Assessment working group will be re-established. SCQF Framework coordinator will be invited to share CLPL with middle and senior leaders. 							

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<p><i>As a result of parental feedback, we recognise that there is a desire for increased communication with the home regarding student progress.</i></p>	<ul style="list-style-type: none"> • <i>Every pupil will receive a tracking report and a full progress report.</i> • <i>Every report will contain meaningful and relevant data / information for each individual pupil.</i> • <i>All parents will receive regular and relevant information about the progress of their child.</i> • <i>All learners are fully aware of how they are progressing in their learning and know what to do to improve.</i> 	<p><i>Breadth and Depth comparator will be used to measure this.</i></p> <ul style="list-style-type: none"> • <i>All departments will carry out a review of the courses being offered and investigate the option of introducing SCQF accredited courses.</i> • <i>Increased offer of alternative accreditation courses as part of the 2022 Options programme.</i> <ul style="list-style-type: none"> • <i>All departments will carry out a review of reports issued for each course and stage.</i> • <i>Analysis of comments made by parents / carers on surveys carried out after every report issued.</i> • <i>Communication methods will be reviewed at Parent Council.</i> • <i>Uptake of ParentsPortal App.</i> • <i>Attendance of parents / carers at various Information events.</i> 	<ul style="list-style-type: none"> • <i>Newly appointed PT (DYW) will carry out a review of leaver qualifications and positive destinations.</i> • <i>An updated curriculum map / skills fraemwork for all learners in Trinity High School will be published.</i> <ul style="list-style-type: none"> • <i>Senior Leaders and administrative staff will review current communication methods.</i> • <i>The Learning, Teaching & Assessment working group will be re-established.</i> • <i>CLPL on report writing will be offered to all staff.</i> • <i>Standard evaluations will be issued after every report.</i> • <i>School website and Twitter will continue to be updated regularly with school curricular information.</i> • <i>A digital school newsletter will be published monthly.</i> • <i>We will re-establish our Parents in Partnership programme post covid-19.</i>
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Improvement Priority 2 Continue to strive for improved health and wellbeing outcomes for children and young people			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
1.1 , 1.4, 2.1, 2.4, 3.1	<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>As a continued priority we will ensure all learners feel safe and secure</p> <p>Using our professional experience and analysis of support required we recognise that there is an increase in vulnerable young people requiring specific support</p>	<ul style="list-style-type: none"> All learners will continue to know who their Pastoral Teacher is and who to go to should they have any concerns. Parents will be aware of who to contact should they wish to report concerns. All learners will recognise the importance of Social Education in promoting how to be safe in school and in the wider society. All staff are aware of identified vulnerable young people and provide the necessary support. All learners will undertake a meaningful and adapted curriculum which considers the views of the young person and associated stakeholders. 	<ul style="list-style-type: none"> Pupil Evaluation undertaken to evaluate Social Education programme. Parent Council feedback following review of communication procedures. Record of Pastoral Interviews and analysis of Every Child Deserves a Champion referrals. Analysis of attendance % and referrals at different review stages throughout the year. Review of engagement and participation of highlighted learners using school tracking system. Each department will contribute to Inclusion Support Intervention library. 	<ul style="list-style-type: none"> Use Digital Newsletter to inform everyone of school contacts and all support available. Pastoral Staff will hold 'House Events' on a regular basis. Promote Every Child Deserve a Champion across the school. Promote the use of a safe personal champion using the 'Called to Love' programme in RE. Review of capture and use of Wellbeing Indicators to identify possible interventions based on whole school wellbeing policy. Use of Academic Tracking to ensure appropriate pathways and learner interventions.

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<p>We recognise that everyone is still recovering from the impact of the Covid-19 Pandemic and will require opportunities to promote Health and Wellbeing.</p>	<ul style="list-style-type: none"> • Everyone in the Broad General Education will have experienced a full transition to Trinity High School. • All learners will be given the opportunity to participate in whole school events and represent the school in the local community. • Parents / Carers will be kept fully up to date with events in the school. • All young people in the BGE will have the opportunity to have a senior buddy; this will further develop the school values of CARE. • All staff will have the opportunity to undertake whole school co-curricular events. This will increase the offer of clubs available to learners and maintain the community ethos of the school. • All staff will work collegiately to progress RNRA approaches. 	<ul style="list-style-type: none"> • Review of the number of Co-curricular opportunities on offer. • Register taken for learners representing the school • Number of learners engaged in buddying programme • Success (in and out of school) celebrated as year group and house assemblies. • Number of people receiving Trinity High School 'Values Badge'. • More social media and website posts showcasing pupil achievement. • Collation of number of 'letters of praise' issued by departments. 	<ul style="list-style-type: none"> • Re-establish Promoting Positive Behaviour and Achievement Working Group. • Newly designed Inclusion Support Faculty will carry out a review school procedures and present findings to staff. • PEF appointed staff will work with identified young people (at risk of not attaining) to ensure appropriate pathways and progression. • Enhanced Transition events for S1 and S2 during the first term (S1 Conference, Team building, Social Education inserts) • More opportunities to represent the school in formal capacity (Junior & Senior House Captains) and at events due to restrictions easing. • Achievement Tracking database established and aligned with allocation of House points. • Website and Twitter updated on a regular basis. • House notice boards in Assembly Hall utilised. • RNRA approaches developed as part of the nurture core group. • Continue to promote the use of Prayer as a strategy for positive mental health.
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Improvement Priority 3 Improve employability skills and support all of our young people to enter positive and sustained destinations		
HGIOS/HGIOELC QIs 2.2, 2.6, 2.7, 3.3	NIF Priorities <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information

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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>We recognise through the analysis of Insight that we need to continue to support Learners into a sustained positive destination.</p> <p>We recognise the importance of the BGE on developing the skills for learning, life and work in order to prepare learners for the world of work.</p>	<ul style="list-style-type: none"> • <i>Everyone will have access to careers appointments with Skills Development Scotland (SDS).</i> • <i>All learners will receive presentations on the various post-school pathways available. This will help them to make informed decisions regarding their future.</i> • <i>All learners in the BGE will register and regularly use My World of Work (MWOW).</i> • <i>All learners will identify potential future career pathways.</i> • <i>All learners will identify skills used in one subject area are transferable across several other areas.</i> • <i>All learners will use consistent language and terminology when describing the skills, they are developing.</i> 	<ul style="list-style-type: none"> • <i>Percentage of young people in a positive destination will exceed that of Virtual comparator.</i> • <i>All young people in Senior Phase will have an SDS interview.</i> • <i>Learners in S4 – S6 will receive presentations on University, College and various employment pathways to them.</i> • <i>All learners will access MWOW in session 2021-2022.</i> • <i>The data hub will be updated for all learners using information gathered at reporting times.</i> • <i>Each department will ensure that learners are informed of the skills being developed during units being taught.</i> • <i>skills mapping exercise completed by the December 2021 and Careers Education Standards displays visible around the school by the end of the academic year.</i> 	<ul style="list-style-type: none"> • <i>Principal Teacher of Development (DYW) appointed.</i> • <i>Principal Teachers of Pastoral Support working with SDS to facilitate interviews.</i> • <i>Social Education programme continued to be developed to incorporate relevant external speakers.</i> • <i>Continue to highlight using external speakers the relevance of our Faith in the world of work.</i> • <i>Re-launch of Careers Education Standards through 'I can' posters.</i> • <i>PT (DYW) will carry out a data gathering exercise after each tracking reports.</i> • <i>Data gathered will be used to offer bespoke careers presentations to learners.</i> • <i>Increase allocation of chromebooks to allow learners to use MWOW in class.</i> • <i>Overseen by PTD (DYW) all departments will carry out a review of skills developed in their BGE courses.</i>

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Improvement Priority 4 Continue to promote our community of Faith through a shared vision for all so learners can make a positive contribution to society.

HGIOS/HGIOELC QIs 1.2, 1.3, 2.5, 2.7, 3.1	NIF Priorities <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>As a result of the Covid-19 pandemic many people have not been able to attend Faith Events. We recognise our role as Catechists and will ensure young people have the opportunity to celebrate their Faith.</p>	<ul style="list-style-type: none"> All young people and staff will have the opportunity to celebrate the Faith life of the school through a series of Services, Events and the celebration of Holy Mass. 	<ul style="list-style-type: none"> Increased number of Faith Services offered. Increased number of participants at Mass and Faith Services. Increase in pupil participation in key ministries such as reader, canter and Extraordinary Minister of the Eucharist 	<ul style="list-style-type: none"> A programme of all Faith Services offered in the school will be developed and shared with parents and learners. A report detailing all of the spiritual life of the school will be published at the end of the academic year. This will be shared with all members of the school community. Diocese events will be publicised in the school and be made accessible for all pupils and staff. Implement year two of our journey to becoming a Laudato Si School. S6 Pupils undertaking Caritas to lead faith volunteering opportunities. Time set aside during Inset days for faith centred CLPL.

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<p>During pupil surveys and focus groups pupils feel strongly connected to the school but do not feel as closely connected to their Houses or House Saints. We recognise the importance of our newly designed house system and will continue to integrate this during this sessions.</p>	<ul style="list-style-type: none"> • <i>Everyone in the school will have a sense of belonging to their House and actively participate in House events.</i> • <i>The achievements of all learners will be widely celebrated and clearly linked to each House.</i> 	<ul style="list-style-type: none"> • <i>It will be clear, by the response of focus groups, that everyone will know which House they belong to and who their House Captains are.</i> • <i>As there will be more literature produced on the House system everyone in the school will be more knowledgeable on the life of each House Saint.</i> • <i>There will be an increase in House events this term.</i> • <i>Increase in the number of House related items on display on each board and online.</i> 	<ul style="list-style-type: none"> • <i>Each S6 Depute Head Boy / Girl will have a House responsibility.</i> • <i>PTP and Senior House Captain will lead selection process for Junior House Captain.</i> • <i>Senior Staff will promote House system online, on tannoy and at assemblies.</i> • <i>Staff will be asked to participate in house events.</i> • <i>Religious Education classes will continue to build on lessons which highlight our House Saints and their importance to our Faith and society.</i>
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