Trinity Academy

HMIe Action Plan: Progress Report (April 2015)

Priority 1: Improvements in Performance

We have continued to develop an ethos of raised expectations with pupils, staff and parents. This has been done through assemblies, our assertive mentoring programme and staff meetings, as well as through the Pupil and Parent Councils. We have improved our assertive mentoring procedures to help pupils reflect on their strengths and identify areas for improvement. We have also developed our procedures for tracking progress S1-S6 which has allowed us to target support for pupils more effectively.

There has been an increased focus on raising attainment at weekly Subject/Faculty Meetings and this has been followed up at Subject/Faculty discussions on Friday CAT sessions and on in-service days. Senior Leaders have reviewed and analysed attainment data on a more regular basis with Curriculum Leaders to ensure predicted results are in line with expected targets.

The performance of our S5 cohort in the 2014 SQA examinations was strong (the best in 5 years) and some improvements were made by S6. The situation in S4 was inconsistent with the percentage of pupils attaining 5+@levels 3 and 4 in line with expectation but the percentage attaining 5+@level 5 significantly lower (this has been a focus of our attention this session and we have increased the number of S4 pupils being presented at level 5 in most subject areas in 2015).

We ran a revision programme during the Easter vacation in 2014 and received very positive feedback from pupils and parents. We have organised a similar programme for April 2015.

All year groups, except S4, are achieving the target attendance figure of over 90% (S4 is 89.3%). The percentage of pupils entering an initial positive destination continues to increase, the figure rising to 93.4% for 2014 leavers (5th highest in CoE schools).

We have continued to increase pupils' awareness of wider achievement opportunities through our information bulletins, plasma screen and website. An increasing number of pupils are involved in a wider range of activities and we have recognised their achievements through a series of "Achievement Assemblies" and our inaugural "Sports Personality of the Year" celebration.

Priority 2: Learners' Experiences

There has been a drive to ensure that the standard of learning and teaching is consistently high across the school. We are striving to ensure that all teachers are using active approaches in their classrooms. There has also been a focus on meeting the needs of **all** learners by providing pace, challenge and support in all lessons.

All teaching staff are part of a learning team. This allows them to observe each other teaching and thereafter share and develop good practice. Learning and teaching is a standing item on all staff meeting agendas and Curriculum Leaders have identified learning and teaching priorities in their Faculty Improvement Plans.

As part of our quality assurance process, the Senior Leadership Team (SLT) and Curriculum Leaders carried out a series of "Learning Walks" in November 2014 which meant all teaching staff were observed and given feedback on their performance.

We have provided a range of training opportunities relating to our learning and teaching priorities for all teachers. These have taken place during CAT sessions and on in-service days.

Priority 3: Curriculum

We continue to develop our curriculum in line with "Curriculum for Excellence" guidelines and in consultation with staff, parents and the Education Authority. We have developed our S1-S3 curriculum to ensure that pupils receive the entitlements of a "Broad General Education" and are well prepared for the move into the "Senior Phase" (S4-S6). Most S4 pupils are presented for 6 subjects and go on to study up to 5 in S5 and S6. We are planning to move to a fully integrated Senior Phase in session 2016/17 which will involve pupils studying up to 6 subjects in each of their senior years.

Programmes, courses and assessment procedures are being continually updated and developed in line with Education Scotland and SQA guidelines (e.g. new Highers and Advanced Highers)

Our pupils continue to benefit from the links we have established with the "JET Programme" and Edinburgh College. Both of these initiatives ensure that we are meeting the vocational as well as academic needs of our pupils. Around 30 pupils benefit from this alternative programme annually.

We have established working groups to take forward literacy, numeracy and health and wellbeing. This has included:

- developing a consistent approach to gathering information and tracking progress of key skills in literacy across learning.
- developing the use of numeracy "table mats" to improve consistency in the learning and teaching of numeracy.
- developing a pupil group to promote pupil voice on health and wellbeing issues.

Priority 4: Meeting Learning Needs

We are ensuring that tasks, activities and resources are sufficiently differentiated to meet the learning needs of all pupils (see priority2)

We have further improved procedures for sharing and acting upon pupil information through the production of an Additional Support folder which is updated at regular intervals and available to all staff in hard copy and electronic format (The SQA's Quality Enhancement Team commented favourably on this information during a visit earlier in the session).

We are improving the monitoring of the support given to learners by increasing the frequency and quality of dialogue between Support for Learning and Pupil Support staff.

Support for Learning and Pupil Support staff have increased the awareness and enhanced the skills of colleagues by delivering specialist training on a range of topics including dyslexia, autism and additional arrangements (SQA).

We have improved the monitoring and tracking of looked after children, young carers and EAL pupils. Staff are fully informed as to the best approaches to support these young people.

Priority 5: Self-evaluation

We have increased the opportunities for staff, pupils and parents to express their views and have an impact on school improvement.

We have done this by establishing Pupil Councils at both "House" and whole school level. These Councils meet regularly with senior staff, including the Head Teacher. Pupil focus groups and questionnaires helped us shape improvement plan priorities. We set up a Parent Council Sub Group who had a direct input into the production of the parental version of the School Improvement Plan.

We have further developed "Learning Walks" and "learning Teams" to ensure that that learning and teaching is monitored rigorously with strengths being recognised and areas for improvement identified. (see Priority 2)

We have continued to develop leadership at all levels:

- Pupils are increasingly encouraged to be leaders in the classroom. We also develop their leadership capacity in a range of other contexts including class reps, Pupil Council reps, prefects, school captains/vice captains, leadership in extra-curricular activities etc.
- Colleagues are embracing an increasing number of leadership opportunities. Class teacher are working more collaboratively to develop good practice in their classrooms. Curriculum Leaders (CLs) have taken on an enhanced role in terms of leadership because of the number of subject areas they cover. A Joint Leadership Team (JLT) has been established (CLs + SLT) which looks at both operational and strategic

matters. Support staff have helped develop the administrative and IT skills of all staff. A range of staff lead in relation to our improvement plan priorities.

- We have developed leadership amongst parents by involving them directly in school planning and improvement. Already this session, parents have had a direct input into the School Improvement Plan, the school website and a review of parental communication.

Priority 6: Cluster Improvements

We are working closely with our Cluster colleagues to develop the following areas:

- Transition – a new group of staff has been established to ensure effective transition from Primary to Secondary
- Maths & Numeracy – our staff are sharing learning and teaching approaches with a focus on differentiation to help meet the needs of all.
- Language and Literacy – our staff are developing the critical reading skills of pupils using the HOTS (higher order thinking skills) resource.
- Health & Wellbeing – our staff are working to develop health and wellbeing across the cluster through a series of events e.g. "Going for Gold" fitness programme, Career's Fair, pupil voice events where Primary and Secondary pupils share their experiences.
- Modern Languages – a progression programme has been developed for both French (P1-P7) and Spanish (P5-P7).

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Trinity Academy

April 2015