



## Standards & Quality Report (2013/14) and School Improvement Plan (2014/15)

### A Summary for Parents and Carers

The school roll for 2013/14 was 830 with a teaching staff complement of 63.68. This figure is projected to increase over the next few years because of rising intake and staying on rates. We have a wide range of support staff including a Business Manager, Administrative Officer, 5 office administrative staff, 3 service support officers, 4 technicians and over 20 school support, pupil support and language assistants. We are fortunate to have a strong, active and supportive Parent Council and we work effectively with a wide range of community organisations and partner agencies.

A visit from Her Majesty's Inspectorate of Education, a major curriculum review and the introduction of new qualifications made 2013/14 an eventful year at Trinity Academy. The school was inspected in December 2013 and the HMIE report was published in February 2014. A number of strengths were identified as well as a range of areas for improvement.

When looking at the school's overall performance, the inspectors recognised that our extra-curricular programme, opportunities for wider achievement and extensive vocational provision were key strengths. They did however have concerns about attainment levels and indicated that our improvement plan needed to have a clearer focus if it was to have an impact on raising attainment. We took this on board as a matter of urgency and provided additional assistance for pupils through our study support programme ("Trinity Achieves") and Easter Revision classes. This, in conjunction with targeted individual support and a drive to raise expectations, had a positive impact on our 2014 SQA examination results. S6 pupils achieved encouraging levels of success in most courses and their overall performance exceeded expectations. The performance of S5 pupils was the best in five years with figures above the city and national averages. There were also strong performances in a wide range of S4 subjects where pupils were being presented for the new National qualifications. Some inconsistencies remain and certain subjects and courses have been targeted for additional support. We are focusing on the less effective aspects of our performance, are determined to meet the challenge and have put measures in place which, as indicated above, are already proving effective.

The quality of learning and teaching and the support we provided for young people was considered to be "good". Overall, they found that most pupils enjoyed learning and were motivated and keen to learn. They also said that, in the majority of classes, tasks and activities met the needs of most young people. They did however tell us that they found inconsistencies of approach in the classroom and that we needed to provide more pace, support and challenge for **all** of our learners. In response we have set up "learning teams" which allow teachers to collaborate more effectively and share good practice. We have also established more rigorous quality assurance procedures which include more frequent classroom observations by Curriculum Leaders and the Senior Leadership Team (Head Teacher and DHTs).

The inspectors told us that our pastoral staff supported young people very effectively and that they worked very well with other agencies to improve outcomes for young people. They also said that pupils with additional support needs were well supported through targeted work by support for learning teachers and pupil support assistants and that this helped young people make significant progress in important aspects of learning.

The report stated that our curriculum had a clear rationale based on shared values and learners' entitlements and also developed young people's confidence, responsibility and ability to learn (in line with "Curriculum for Excellence"). It also supported the curriculum changes we are making, including the move to studying 6 subjects in S4/5/6.

Over the past few months, we have collaborated with pupils, staff, parents and partners (including HMIE and the City of Edinburgh Council) to draw up an "improvement plan" for 2014/15 which addresses the issues raised by the Inspectorate. The following is a summary of the action points.

### **1.Improvements in Performance (academic attainment & wider achievement)**

- We will continue to raise expectations across the school community (through assemblies, tutor time and in subject classes)
- We will introduce more rigorous monitoring of pupil performance through our tracking and reporting systems, identify pupil strengths/weaknesses, provide appropriate challenge/support and engage with parents/carers in this process.
- We will ensure the quality of learning and teaching and support for pupils is at a consistently high level across the school (see 2. Learners' Experiences).
- We will improve pupil awareness about out-of-class activities, develop a more personalised system of acknowledging pupil achievements and create more leadership opportunities for pupils.

### **2. Learners' Experiences**

- We will ensure we meet the needs of all learners by providing pace, challenge and support in all classes and support staff by providing appropriate training opportunities.
- We will extend "learning teams" to include all teaching staff (teachers work in small groups to share good practice and improve learning and teaching).
- We will develop a more consistent approach to providing feedback for pupils about their progress so they can identify their strengths and next steps.

### **3. The Curriculum**

- We will ensure staff, parents/carers and partners are aware of our revised curriculum design.
- We will ensure pupils receive their full entitlement in the Broad General Education (S1-S3) and that their progress is systematically tracked
- We will develop the Senior Phase to allow pupils to study up to 6 courses in S4, 5 and 6. This to be done in collaboration with neighbourhood schools and Edinburgh College.

### **4. Meeting Learning Needs**

- We will ensure that class work is sufficiently differentiated to allow **all** learners to make appropriate progress.
- We will further improve procedures for sharing and acting upon information regarding learners' needs (P7 transfer information, additional needs information etc.)
- We will monitor the support given to pupils with additional needs by increasing the number of classroom observations by Support for Learning and senior staff.

### **5. Self-evaluation**

- We will further develop the involvement of pupils, parents and partners in school improvement.
- We will further develop "learning walks" (classroom observation by senior staff) with a focus on sharing good practice.
- We will develop a whole school approach to electing a Student Council to ensure increased participation, representation and impact.
- We will engage with the Parent and Student Councils to address issues of concern including the school website, the school dining experience, pupil toilets and changing areas.

### **6. Cluster Improvement (with Trinity, Victoria and Wardie Primary Schools)**

- We will further develop transition arrangements (transfer information, pupil and staff visits etc.)
- We will continue Cluster literacy, numeracy and health & wellbeing groups.
- We will develop language provision in line with Education Scotland's "1+2" initiative (pupils will experience 2 additional languages from P6 onwards)

We have already made encouraging progress with many of these action points and are working hard to build upon the good practice identified by the Inspectorate. Trinity Academy is a school at the heart of its community and we are committed to providing the best possible education for every one of our young people.

If you have any questions about this summary, please do not hesitate to contact me.

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