



CHILDREN AND FAMILIES

Standards, Quality and Improvement Plan for Trinity Academy



In Trinity, by setting high expectations for all, we will produce a stimulating learning environment using well planned learning and teaching approaches. We care about the well-being of our pupils and continuously work towards an ethos of trust, respect and confidence.

Standards and Quality Report for session: 2013/14
Improvement Plan for session: 2014/15

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Standards and Quality Report

1. The school in context

Trinity Academy is a 6-year non-denominational secondary school serving north Edinburgh. The catchment area has a wide range of housing types and, as a result, the school is genuinely comprehensive. The majority of pupils are drawn from our cluster primaries - Trinity, Victoria and Wardie, although a significant proportion (around 25% for session 2013/14) come to us from out-with our catchment area.

The school dates from 1893 and comprises the original Victorian building and extensions completed in 1965 and 1995. Playing fields are located at nearby Bangholm and these facilities were significantly upgraded in 2008.

The roll was 850 in 2013/14 with a teaching staff complement of 66.58FTE. Management in the school consists of the Head Teacher, 3 Deputy Heads and 9 Curriculum Leaders, 3 Pupil Support Leaders and 1 Support for Learning Leader. In addition, there are a wide range of support staff including a Business Manager, an Administrative Officer, 5 office administrative staff, 3 service support officers, 4 technicians, a welfare assistant and over 20 school support, pupil support and language assistants.

The school has a strong, active and supportive Parent Council. We work closely and effectively with a wide range of community organisations and partner agencies.

2. School's self-evaluation

1.1 Improvements in performance

Standards of attainment over time	<p>In relation to the Broad General Education (S1-S3), our tracking and reporting system indicates that most pupils are making appropriate progress through the CfE levels in all curricular areas. In terms of literacy and numeracy: 74% of pupils were secure at level 3 in English and 90% were secure at level 3 in Mathematics by the end of S3. In collaboration with the City of Edinburgh Council, we are continuing to refine our systems to ensure rigor and consistency in tracking pupil progress through the BGE.</p> <p>Statistical data indicates that an increasing number of pupils begin S1 with below average literacy/numeracy levels and we have robust evidence that the implementation of a range of interventions continues to have a positive impact on the reading and number skills of young people in the lowest 20%. P7 achievement data is used effectively to identify learners who require additional support and challenge in S1 and staff use the significant aspects of learning guidelines to ensure successful progression to the next level.</p> <p>The following is a summary of whole school data from "Insight" relating to the percentage of pupils attaining 1+,3+ and 5+ passes at SCQF levels 3 to 7 in 2014:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>SCQF Category</th> <th>% of pupils attaining</th> <th>comparison with 2013 results</th> <th>higher than, lower than or in line with Virtual Comparator</th> </tr> </thead> <tbody> <tr> <td rowspan="3">S4</td> <td>5+ @ level 3</td> <td>88%</td> <td>-2%</td> <td>higher</td> </tr> <tr> <td>5+ @ level 4</td> <td>81%</td> <td>-2%</td> <td>higher</td> </tr> <tr> <td>5+ @ level 5</td> <td>31%</td> <td>-12%</td> <td>significantly lower</td> </tr> <tr> <td rowspan="3">S5</td> <td>5+ @ level 5</td> <td>58%</td> <td>+13%</td> <td>higher</td> </tr> <tr> <td>1+ @ level 6</td> <td>54%</td> <td>+8%</td> <td>slightly higher</td> </tr> <tr> <td>3+ @ level 6</td> <td>38%</td> <td>+15%</td> <td>slightly higher</td> </tr> <tr> <td rowspan="4">S6</td> <td>5+ @ level 6</td> <td>21%</td> <td>+9%</td> <td>slightly higher</td> </tr> <tr> <td>1+ @ level 6</td> <td>59%</td> <td>+7%</td> <td>in line</td> </tr> <tr> <td>3+ @ level 6</td> <td>39%</td> <td>0%</td> <td>slightly below</td> </tr> <tr> <td>5+ @ level 6</td> <td>23%</td> <td>-1%</td> <td>significantly below</td> </tr> <tr> <td></td> <td>1+ @ level 7</td> <td>22%</td> <td>+6%</td> <td>in line</td> </tr> <tr> <td></td> <td>3+ @ level 7</td> <td>6%</td> <td>na</td> <td>higher</td> </tr> </tbody> </table> <p>These figures indicate a wide range of strengths in S5 and some areas of strength in S6. The S5 performance was the best in 5 years. Areas of concern were the weak performance in S4 at SCQF level 5 and the relatively low percentage of S6 pupils achieving 5+ @ level 6.</p> <p>In S4, the performance in literacy and numeracy at SCQF levels 3 and 4 was in line with our virtual comparator. At SCQF level 5, literacy was in line and numeracy was lower.</p>	Year	SCQF Category	% of pupils attaining	comparison with 2013 results	higher than, lower than or in line with Virtual Comparator	S4	5+ @ level 3	88%	-2%	higher	5+ @ level 4	81%	-2%	higher	5+ @ level 5	31%	-12%	significantly lower	S5	5+ @ level 5	58%	+13%	higher	1+ @ level 6	54%	+8%	slightly higher	3+ @ level 6	38%	+15%	slightly higher	S6	5+ @ level 6	21%	+9%	slightly higher	1+ @ level 6	59%	+7%	in line	3+ @ level 6	39%	0%	slightly below	5+ @ level 6	23%	-1%	significantly below		1+ @ level 7	22%	+6%	in line		3+ @ level 7	6%	na	higher
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	<p>In terms of subjects/courses, there were strong performances in:</p> <ul style="list-style-type: none"> • National 5: Biology, English, Hospitality, Modern Studies and Physical Education • Intermediate 2: Business Management and Biology • Higher: Biology, Business Management, Computing, Geography, History, Modern Studies, Physical Education and Physics <p>Subjects/courses causing concern were:</p> <ul style="list-style-type: none"> • National 5: Chemistry, Design & Manufacture, Geography, Graphic Communication, Health and Food Technology and Mathematics • Intermediate 1: English • Higher: Graphic Communication, Mathematics, RMPS <p>The percentage of young people entering positive destinations continues to increase and is in line with the City of Edinburgh average:</p> <p>2010/11 – 88.4% 2011/12 – 89.9% 2012/13 – 91.3% (figures for 2013/14 available later this year)</p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> * <i>Standardised Test Scores</i> * <i>P7 transfer information</i> * <i>SEEMiS</i> * <i>Insight</i> * <i>Fyfe Analysis</i> * <i>SDS Destination Analysis</i>
<p>Overall quality of learners' achievement</p>	<p>We continue to provide a wide range of opportunities for wider achievement. Over 400 of our learners participate in extra-curricular sport, art and music and more than 120 pupils are enrolled in the Duke of Edinburgh Award Scheme with 29 young people gaining their Bronze Award and 2 their Silver Award in 2013/14. Almost 50 pupils gained their Junior Sports Leader Award and 20 pupils gained leadership awards in Dance and Community Sports. We have expanded our "School of Rugby" programme into three year groups providing an intensive course for around 90 youngsters. The programme will be extended into S4 in session 2014/15.</p> <p>We also provide an extensive range of opportunities in relation to further education and the world of work. 12 pupils completed the "JET" Programme (Jobs, Education & Training) and over 20 attended a variety of college placements. All S4/5/6 pupils completed work experience and 40 supplemented this with overseas placements organised through our partner schools in Europe. 20 pupils were involved in our European Comenius project which involved two international conference with young people from Germany, Holland, Sweden and France. In addition, over 150 pupils were involved in international excursions.</p> <p>We had considerable success in developing the leadership capacity of our young people through the above awards and through charities groups, pupil committees and our prefect system.</p>

<p>Impact of the school improvement plan</p>	<p>Raising attainment continues to be a major focus in our improvement plan. Our assertive mentoring programme and the drive to ensure we provide appropriate pace, challenge and support for all of our young people are key parts of this process. We believe that these developments are beginning to impact positively on attainment. Improvements in S4 (2012/13) continued into S5 (2013/14). The whole school S5 performance was the best it has been for over 5 years. In S5/6 positive relative and progression values were registered in a wide range of subjects and courses including English(H/Int2), French(H), Biology(H/Int2), Chemistry(Int2), Physics(H), Geography(H), History(H), Modern Studies(H), Business Management(Int2), Computing(H), Art & Design(H), Music(H) and Physical Education(H/Int2). The few courses with negative ratings will be targeted in session 2014/15. The situation in S4 was less consistent. The percentage of pupils attaining 5+@ levels 3 and 4 was broadly in line with previous years and with our virtual comparator. However the percentage attaining 5+@ level 5 was significantly lower. As indicated above, the position regarding individual National 5 courses was varied and those subject areas with negative ratings will again be targeted.</p> <p>Our improvement plan also helped us maintain high levels of wider achievement by: developing the breadth of learning opportunities (including IDL and enterprise), continuing to provide effective pupil support across the school, including profiling and by responding to the views of pupils, parents/carers and other partners.</p> <p>We have evaluated “Improvements in Performance” for 2013/14 at level 3. We recognise that inconsistencies remain in terms of academic attainment and accept that there are weaknesses in relation to our 3/5 year rolling averages. However, we consider the progress made merits this grading.</p>
<p>What are we going to do next?</p>	<ul style="list-style-type: none"> • Develop ethos of raised expectations across pupils, staff and parents • Review Assertive Mentoring procedures and paperwork • Ensure Assessment and Reporting Calendar reflects curriculum changes • Develop and implement procedures for tracking progress through BGE & Senior Phase • Ensure school wide focus on raising attainment through effective monitoring and evaluation of attainment information • Improve whole school and all year group attendance to above 90% • Improve pupil awareness of the range of out-of-class activities and clubs • Develop and implement more effective tracking and recording of pupil achievements and skills development • Develop a more personalised system of acknowledging pupil achievements • Further develop leadership opportunities for pupils • Continue to increase the percentage of young people achieving positive destinations

2.1 - Learners' Experiences

<p>Learners are motivated, eager participants in their learning.</p>	<p>Overall, most pupils enjoy learning and are motivated and keen to learn. Relationships in class are positive and there is a pleasant and constructive atmosphere in classes. Pupils regard most of their teachers as being approachable and supportive to them in their learning. Where learning is best, pupils are actively engaged in their tasks, taking responsibility and working collaboratively with peers</p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Annual & Mid-session reviews</i> • <i>Sharing classroom experience programme (Self Evaluation Calendar)</i> • <i>SMT/CL/QIO observation focusing on 3 agreed priorities (including Learning Walks)</i> • <i>L&T booklet issued to all staff</i> • <i>Learning Teams established in Science, Music &HFT</i> • <i>S2/3 Pupil Surveys</i>
<p>Learners make good progress in their learning.</p>	<p>Pupils are benefitting from regular use of co-operative learning in a range of subjects but there is a lack of consistency in terms of active learning approaches.</p> <p>Some learners make good progress from prior levels of attainment and achievement. However, analysis of comparator school data has highlighted attainment concerns in a range of courses/subjects.</p> <p>The wide range of sporting experiences, outdoor education experiences including a wide range of trips and excursions, many of them with curricular links enhance young people's learning experiences.</p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Monitoring, tracking and mentoring procedures (including prelim analysis and follow up)</i> • <i>Reports</i> • <i>Review of Prelim/SQA results</i> • <i>1:1 interviews</i> • <i>Profiles of wider achievement (S1-S6)</i> • <i>DoE, College/JET/work placements</i>
<p>Learners know their views are sought and acted upon. They feel valued.</p>	<p>Across the school the views of young people are sought. In addition, a range of subjects ask for their views on courses and programmes.</p> <p>Responses to the recent HMle pupil questionnaire demonstrated that almost all pupils felt the school was helping them to become more confident, most enjoyed learning at school and almost all felt they were getting along well with their school work, and most that staff encouraged them to do the best they could.</p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Target Setting procedures</i> • <i>1:1 interviews (including coursing)</i> • <i>Sharing classroom experience</i> • <i>Mentoring</i> • <i>Profiling</i> • <i>Work and impact of Pupil Council,</i> • <i>Pupil Voice Groups (S1/2)</i>

	<ul style="list-style-type: none"> • <i>S3 Questionnaire</i> • <i>Prefect System, Eco Group, Charities Group</i>
<p>Learners feel safe, nurtured, healthy, achieving, active, included, respected.</p>	<p>Almost all pupils feel safe and cared for and most feel that they are treated with fairness and respect. Young people feel that they receive help when they need it. They appreciate the commitment and willingness demonstrated by staff in offering additional learning opportunities, for example through Trinity Achieves and the Easter Revision Programme.</p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>We have a high staying on rate</i> • <i>Positive destinations in line with the city average</i> • <i>Flexible curriculum provision</i> • <i>Profiling/Records of achievement</i> • <i>High participation rates in a range of social, sporting, cultural and citizenship activities</i> • <i>Effective working with partner agencies</i> • <i>Effective implementation of GIRFEC principles and procedures</i>
<p>What are we going to do next?</p>	<ul style="list-style-type: none"> • Ensure young people’s learning experiences are of a more consistently high quality across the school by reviewing L&T priorities and the work of learning teams. • Develop L&T in relation to: learning intentions & success criteria, active learning approaches, differentiation – pace, support and challenge • Ensure that learning intentions and success criteria are being used effectively by all teaching staff and that young people are encouraged to make a contribution to the LI and SC. • Further develop active learning approaches, ensuring that all teaching staff employ an appropriate range of learning and teaching strategies which result in young people being more involved in leading learning. • Ensure that all teaching staff employ tasks, activities and resources which are sufficiently differentiated to ensure that the pace and level of challenge enable all learners to make appropriate progress. (see 5.3) • Ensure that all young people are able to identify their level of study, strengths and next steps in all subject areas.

5.3 - Meeting Learning Needs

<p>Tasks, activities and resources</p>	<p>In the majority of classes, tasks and activities meet the needs of most young people. Across the school, teachers are providing learning activities which help the majority of pupils to make progress in their learning.</p> <p>In a minority of classes, there is an appropriate range of well planned, open ended tasks and activities which provide the support and challenge for all learners.</p> <p>Across their learning, most pupils experience a range of approaches to meet their needs including individual work, working in pairs and group work.</p> <p>The majority of lessons are well-paced although some lessons are overly teacher led which slows the pace for some learners.</p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>CfE outcomes and experiences are embedded (S1-S3) and appropriate learning resources have been developed to meet the needs of most learners. Audited at annual reviews.</i> • <i>S4-S6 pupils are appropriately coursed through SQA and other qualifications and experiences: college, JET, Community Education, DoE etc.</i> • <i>Sharing classroom experience.</i> • <i>Class observation/Learning Walks</i>
<p>Identification of learning needs</p>	<p>The school has a very effective pastoral system for identifying the needs of young people transferring from primary school.</p> <p>A wide range of information in relation to young people's additional support and medical needs is made available to staff who value this when planning lessons. Most staff have a clear understanding of the needs of learners</p> <p>35 pupils are currently involved in the SRA reading programme and 10 pupils in Maths recovery group. Many have made significant progress.</p> <p>GIRFEC procedures have been implemented effectively and this allows appropriate targets to be set and reviewed for young people.</p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Information for staff on learners with ASL needs is provided electronically: regular updates.</i> • <i>GIRFEC meetings</i> • <i>Assessment of needs records (IEPs/ASPs)</i> • <i>Meetings with parents/carers</i> • <i>Discussions with learners</i> • <i>Annual and mid-session reviews with Sfl Leader.</i> • <i>Sharing Classroom Experience</i> • <i>Class observation/Learning Walks</i>
<p>The roles of teachers and specialist staff</p>	<p>Pastoral staff support the needs of young people extremely effectively, directly, through involvement of partner agencies or through the PSE programme.</p> <p>Support for learning teachers and PSAs provide effective targeted support for our most vulnerable pupils.</p> <p>The school is working together effectively with partner agencies through its Pupil Support Group, transition meetings and YPPMs to support young people (SDS, EWO, Educational Psychology, Police, Youth organisations - Citadel & Junction)</p>

	<p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>ASL staff remits are understood across all groups – we have co-operative agreements between Las and teachers.</i> • <i>Monthly GIRFEC meetings ensure regular dialogue and targeted support</i> • <i>Young Person’s Planning Meetings ASPs/IEPs. These are drawn up following consultation with parents/carers and partner agencies</i> • <i>Partner Service Level Agreements + monitoring and evaluation meetings between our Pupil Support Leader and individual partners.</i> • <i>Staff CPD: CAT sessions with all staff on (a) roles and responsibilities (b) confidential information.</i>
<p>Meeting and implementing the requirements of legislation</p>	<p>The school makes effective use of additional support plans (ASPs) for young people with more pronounced or complex additional support needs. Currently, 3 young people have individualised educational programmes (IEPs) which set out appropriate short and long-term targets. As required by the ASL Act, the school holds transition meetings (with SDS and other relevant partners) for pupils who have additional support needs within 18 months of their earliest leaving date. Additional assessment arrangements are carefully and effectively organised by Support for Learning staff and DHT. Includes validation by Educational Psychologist.</p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>SQA Additional arrangement documentation</i> • <i>ASPs and IEPs + minutes of review meetings</i> • <i>ASL information for staff</i> • <i>Regular updates from SFL staff in relation to recommended support strategies for individual learners</i> • <i>GIRFEC implementation: increased number of Young Person’s Planning meetings (minutes)</i> • <i>Equalities policy & Procedures have been updated.</i> • <i>Pupil trails to monitor use of ASL strategies and application of legislation.</i> • <i>PPRs</i> • <i>Records of meetings and communications held in pupil’s pastoral notes.</i>
<p>What are we going to do next?</p>	<ul style="list-style-type: none"> • Ensure that tasks, activities and resources are sufficiently differentiated to ensure that the pace and level of challenge enable all learners to make appropriate progress (see 2.1) • Further improve procedures for sharing relevant information • Create a more structured way of sharing information on standardised scores. • Establish link person for Pupil Support in each faculty • Increase number of pupil trails • Increase number of meetings between SfL/PS/House head to ensure consistent, more rigorous approach with earlier intervention. • Continue to deliver CPD sessions for all staff • Carry out review of reading groups & determine provision for 2014-15, ensuring that pupils are still able to

access their entitlement

- Support for Learning – increase focus on cooperative teaching, support for curriculum development at subject level.
- Hub: review procedures, purpose to include restorative practices with focus on eg social skills, proactive approaches.
- Further develop attainment tracking of LAC/YC/EAL.
- Ensure effective use of tutor time (see 1.1 and 5.1).

5.1 The Curriculum

<p>The rationale and design of the curriculum</p>	<p>Our curriculum has a clear rationale based on shared values and learners' entitlements and develops the four capacities. We continue to evaluate and develop the Broad General Education to ensure all pupils receive their entitlements. We continue to implement strategies for the development and assessment of literacy, numeracy and health and wellbeing. Staff also work collaboratively to ensure that the promotion of literacy and numeracy skills and health and well-being across learning is a collective responsibility. In the senior phase, we have built on the BGE and there has been a focus on improving the attainment and achievement of all young people to ensure positive post school destinations. The rationale for the number of subjects/qualifications studied in the senior phase takes account of partnerships with the education authority, other providers and the views of parents and carers. Staff and partners are further developing the curriculum to ensure coherence and progression in learning using the Es and Os to provide joined up learning across the four aspects of the curriculum.</p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Curriculum map and rationale</i> • <i>Literacy, Numeracy, HWB Groups and Policies</i> • <i>Destination Analysis</i> • <i>QIO Feedback</i> • <i>IDL Programme</i> • <i>Pupil Profiles</i>
<p>The development of the curriculum</p>	<p>Staff continue to develop and refresh the curriculum to meet the needs of all learners. Staff are aware and have taken account of the implications and changes to SQA qualifications. Staff have had opportunities to collaborate across schools to share resources and evolving practice. We continue to develop achievement pathways and systems to track and profile learners' progress. In relation to the BGE, we are working towards ensuring that almost all pupils will experience level 4 work across the 8 curricular areas and most will be secure at that level by the end of S3. <i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Subject Improvement Plans</i> • <i>Staff CPD in relation to SQA</i> • <i>Neighbourhood CPD focussing on National 4&5</i> • <i>Development of electronic monitoring and tracking</i> • <i>E&O Audit (including IDL)</i>
<p>Programmes and courses</p>	<p>As part of our review of the curriculum, staff continue to develop and refresh programmes of work to ensure depth and breadth in learning. In S3, young people have opportunities for increased specialisation that prepare them for the senior phase. At S3 the BGE programmes and courses are based on the Es and Os, mostly at third and fourth levels; for some young people, this involves extending the challenge into National 5 level work in the latter part of S3. We are developing courses for the senior phase that allow progression through different pathways and enable learners to progress from their prior levels of achievement.</p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Curriculum map and rationale</i> • <i>Subject Improvement Plans & Programmes of Work</i> • <i>S2-S3 Coursing</i>

<p>Transitions</p>	<p>We take account of what makes for effective transitions into, during and beyond each stage of a young person's learning, including P7 transfer, and key stage transitions (within BGE, BGE to the Senior Phase, Senior Phase to leaver destinations). We have taken steps to improve the range of opportunities for personal support and induction to the next phase of learning for all learners by increasing PSE time, developing more integrated approaches and introducing a mentoring programme in S4. We continue to develop and embed profiling from P7 to S6. We continue to develop effective means to monitor, track and promote the achievements of all learners. School leaders can talk about the impact of their work on positive and sustained destinations for all learners, including 16+ learning choices.</p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>P7-S3 Profiles</i> • <i>S2-S3 Coursing</i> • <i>PSHE Programme</i> • <i>Electronic Monitoring & Tracking</i> • <i>College Programme</i> • <i>Destination Analysis</i>
<p>What are we going to do next?</p>	<ul style="list-style-type: none"> • Ensure that there is a shared understanding (staff, parents/carers and partners) of the rationale and design of the revised curriculum which is designed to improve attainment and achievement for all young people. • Ensure that staff have a shared understanding of what the school is trying to achieve for young people by the end of S3 to provide a smooth transition into the senior phase. • Ensure that there is progression in the BGE and that pupils are receiving their full entitlement. • Ensure that the most effective use is made of tutor time, allowing pupils to reflect appropriately on their learning and receive their entitlement to personal support (see 1.1). • Staff to continue work on sharing standards to ensure there is valid and reliable evidence of progress (BGE and senior phase). • Courses across the BGE need to ensure that progression routes are provided for all young people (up to curriculum level 4) • Ensure JET/college learners can progress in their learning and attain as highly as possible (support from CLD). • Develop more consistent assessment opportunities in IDL. • Continue to develop literacy, numeracy and health and wellbeing across the curriculum. • Continue to develop partnership working, including joint CPD.

5.9 Improvement through self-evaluation

<p>Commitment to self-evaluation</p>	<p>Our Self-Evaluation Policy and Procedures gives a clear and concise outline of the school's approach to self-evaluation for improvement, and the role of staff at all levels. There is scope to take more account of the views of pupils, parents and stakeholders. The Policy and Procedures document outlines the range of processes involved in a rigorous and systematic approach to evaluating our work. We need to ensure the findings of these activities are collated and used as fully as possible to (i) identify and share good practice and (ii) focus on key actions which will bring about improvement. Staff are taking part in a wide range of suitable career-long professional activities. There is however scope for greater understanding amongst staff of what is meant by "leadership at all levels".</p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Pupil, parent, staff questionnaires</i> • <i>Pupil & Parent Councils</i> • <i>Sharing classroom experience (Learning Teams)</i> • <i>Learning Walks (by Senior and Curriculum/Support Leaders)</i> • <i>PRD Process</i> • <i>CPD Programme</i> • <i>Student/NQT Mentoring Programme</i>
<p>Management of self-evaluation</p>	<p>We carry out a range of self-evaluation activities in line with our policy (see evidence below). Learning walks and learning teams are now an established part of our self-evaluation and help us identify key strengths and aspects for improvement. Almost all of our staff are involved in working groups and make a valuable contribution to the improvement planning process. We carried out a major consultation on our curriculum structure with staff, pupils, parents and partners and are now in a position to implement the changes. We have introduced tracking and monitoring for all pupils supported by an assertive mentoring programme which Tutors reviewing progress with young people each month and agreeing next steps in learning. This needs to be developed further to improve the monitoring of progress, especially in the BGE.</p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Self-evaluation Calendar</i> • <i>Annual & Mid-session Reviews (subject/faculty)</i> • <i>SQIP Consultation: staff, pupils & parents</i> • <i>Improvement Plan Working Groups</i> • <i>Sharing classroom experience (Learning Teams)</i> • <i>Learning Walks (by Senior and Curriculum/Support Leaders)</i> • <i>Assertive Mentoring (including Tracking & Monitoring)</i> • <i>Training opportunities at school, local authority and national level</i>

<p>School improvement</p>	<p>All staff have been involved in agreeing priorities for the school improvement plan and monitoring progress with these priorities. There have been improvements in the following areas as a result of recent self-evaluation: assertive mentoring, learning & teaching is more consistent across the school, staff have increased their expertise in ICT, ASN issues, Curriculum for Excellence and the new National examinations, moderation of standards.</p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Annual & Mid-session Reviews(subject/faculty)</i> • <i>SQIP Consultation: staff, pupils & parents</i> • <i>Improvement Plan Working Groups</i>
<p>What are we going to do next?</p>	<ul style="list-style-type: none"> • Further develop the involvement of partners in school improvement (pupils, parents and stakeholders). • Ensure we use the findings of self-evaluation to identify good practice and focus on the key actions which will bring about improvement. • Further develop the understanding amongst staff of what is meant by “leadership at all levels” and “leading learning”. • Provide more time for Curriculum Leaders to focus on leadership for learning. • Further develop learning walks and learning team with a focus will be on sharing good practice. Develop aspects of pedagogy which will make a real difference to young people’s experiences and achievement – pace, challenge, support, awareness of levels and progress, strengths and next steps (see 2.1). • Ensure the findings from learning walks and learning teams are collated at whole school level, to identify key strengths and aspects for improvement. • Use pupil/parent and staff questionnaires to evaluate progress with aspects of the school improvement plan. Ensure appropriate action is taken following the analysis of responses. • Continue the development of “Faculty Folders” to improve communication and the sharing of good practice. • Re-establish the school approach to electing a student council and give consideration to the range of activities to which young people on the council can contribute. • Ensure we engage with the Parent and Student Councils to address issues of concern e.g., school dining experience, school website, poor condition of toilets and changing areas.

Improvement Plan

3. Key areas for school improvement

Priority 1 – Improvements in Performance	Overall Responsibility L Paterson(DNT) with C MacLellan (CL)	QIs – 1.1
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Outcome: **Improve outcomes for learners**

Impact on learners: **Improve attainment at all levels & improve participation in wider achievement opportunities**

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task (by IP Working Group)
1.Develop ethos of raised expectations across pupils, staff and parents	All Staff	Assemblies Staff meetings Parent Council Student Council Senior School pledge Updated Cause for Concern letters GTCS revised standard	From June 2014	
2.Review Assertive Mentoring procedures and paperwork	DHT & Working Group	Existing procedures and paperwork Visits to WHEC by WG and GTs Working Group meetings ISIS presentations to staff CAT presentations and discussions	August 2014 – June 2015 through ISIS & CAT sessions	
3.Ensure Assessment and Reporting Calendar reflects curriculum changes	DHT & Working Group SNC	SNC meetings	May 14 (calendar signed off) Monitored through session	
4.Develop and implement procedures for tracking progress through BGE & Senior Phase	JLT All staff	Standardised Scores/ CfE levels SEEMIS Faculty/Subject approaches JLT meetings & Link meetings Monitoring and Tracking information Examination results	From August 2014 to August 2015	

5.Ensure school wide focus on raising attainment through effective monitoring and evaluation of attainment information	All Staff	Subject Meetings Faculty Meetings (with Faculty folders) Link Meetings SLT Meetings Whole Staff Meetings	From June 2014	
6.Improve whole school and all year group attendance to above 90%	PSL SLT (CG) GTs Partners Parents	Attendance statistics EWO / PSLs / Ed Psyc	From June 2014	
7.Continue to increase the percentage of young people achieving positive destinations	PSL SLT (CG) All staff Partners Parents	16+ team and meetings JET College SDS – careers advisors and post school coaches Edinburgh Guarantee Neighbourhood school partnership	By September 2015	
8.Improve pupil awareness of the range of out-of-class activities and clubs	GTs PSL ASC Partners	Taster sessions Web site / Twitter Information bulletins PC Newsletter Assemblies	From August 14 to June 15	
9.Develop and implement more effective tracking and recording of pupil achievements and skills development	Working Group GTs PSLs	1:1 Sheets Pupil Profiles Club membership levels Audit of participation levels (twice through year)	From August 2014 to June 2015 Audit of participation levels Sept 2014 & Feb 2015	
10.Develop a more personalised system of acknowledging pupil achievements	SLT (LP)	Termly Assemblies celebrating wider achievements Student Council School Captains	September 2014	
11.Further develop leadership opportunities for pupils	Student Council Teaching Staff PSLs Ed Psyc	Student Council meetings Buddies Sport & Dance Leader Saltire Awards House Captains DoE	From August 2014	

Priority 2 -

Learners' Experiences

Overall Responsibility

QIs – 2.1

A Morris(HT) with K Stewart(PSL)

Outcome: **Develop active L&T approaches by all teachers with a focus on pace, challenge & support to meet the needs of all learners.**

Impact on learners: **Improved attainment, increased confidence and enthusiasm for learning. More involved in leading learning. Able to identify their level of study, strengths and next steps in all subjects.**

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task (by IP Working Group)
1. Further develop learning teams/communities to include all staff. Focus on learning & teaching priorities: <ul style="list-style-type: none"> • Effective use of learning intentions & success criteria • Development of active learning approaches • Meeting the needs of all learners – pace, challenge and support. 	SLT(AM)/ PSL (KS)	IS/CAT Programme Faculty/Subject Meetings	Teams established by September 12 th 2014	
2. Provide a variety of in-house CPD opportunities to support staff in developing knowledge and awareness in relation to learning & teaching priorities	SLT(AM)/ PSL(KS) Staff providers	IS/CAT Programme Faculty/Subject Meetings	May 2013 – May 2014	
3. Improve the effectiveness of learning intentions and success criteria through the use of standardised language	SLT(AM)/ PSL(KS)/ DHT(LP)	Pupil Planners Power-point presentation on shared drive CPD above	From May 2013 and by October 2014	

<p>4. Develop a consistent approach to providing feedback for pupils in relation to their progress through the BGE and Senior Phase which will allow them to identify their level of study, strengths and next steps in all subjects/courses.</p>	<p>JLT</p>	<p>Tutor Time 1:1 interviews – tutors, teaching staff, PSLs Tracking & full reports Standardised scores CfE levels Faculty Systems (eg Gold, Silver, Bronze)</p>	<p>June 2014 – June 2015</p>	
<p>5. Learning & Teaching to be a standing item on Faculty/Subject meeting agendas – sharing good practice (“give and take”)</p>	<p>All teaching staff</p>	<p>Faculty/Subject meetings IS/CAT Programme</p>	<p>August 2014 – June 2015</p>	

Priority 3 – Curriculum	Overall Responsibility I Davidson (DHT)	QIs – 5.1
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Outcome: **To develop a coherent, continuous broad general education based on the Es & Os across all curriculum areas with a continuous focus on literacy, numeracy and health and well-being leading to a planned Senior Phase which provides opportunities for all learners to obtain relevant and appropriate qualifications and also continue to develop the four capacities.**

Impact on learners: **Learners will experience challenge, support and enjoyment through the BGE providing them with the appropriate foundation to move on successfully to the senior phase.**

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task (by IP Working Group)
1. Share the rationale and design of the revised curriculum with staff, parents/carers and partners	SLT (ID)	Curriculum Map IS/CAT Programme Parents' Information Evenings Newsletter Website	August 2014 – March 2015	
2. Develop the Broad General Education to ensure: <ul style="list-style-type: none"> Staff have a shared understanding of the transition from BGE to Senior Phase There is progression in the BGE Pupils receive their full entitlement. 	JLT	Programmes of work (S1-S3) SLT/CL Review Meetings Faculty/Subject Meetings Faculty Folders IS/CAT Programme Tracking (SEEMIS & Faculty systems)	August 2014 – May 2015	
3. Monitor JET/College learners to ensure they progress in their learning and attain as highly as possible	JET/College Coordinator Tutors CLs PSLs	JET/College Coordinator JET/College Staff CLD staff PSLs/CLs Faculty/Subject Review Meetings	August 2014 – May 2015	
4. Develop more consistent assessment opportunities in interdisciplinary learning	CL (IDL) IDL teachers	CL (IDL) and IDL teachers IS/CAT Programme Building the Curriculum 3 & 5 Education Scotland website	August 2014 – May 2015 Reviewed by SLT(ID) & CL (IDL) in December 2014	

<p>5.Literacy:</p> <ul style="list-style-type: none"> • Continue to meet as a “Literacy Across Learning Group” with the aim of identifying/sharing good practice • Develop a consistent approach to gathering information and tracking progress of key skills in a selected area of literacy across learning • Build a literacy across learning reflection week into Tutor Time. • Also see Cluster Plan 	<p>Literacy Coordinator (GO)</p>	<p>Meeting time Literacy Coordinator QIO LALG</p>	<p>August 2014 – May 2015</p> <p>Reviewed by HT & Literacy Coordinator in December 2014</p>	
<p>6.Numeracy</p> <ul style="list-style-type: none"> • Numeracy Across Learning Group to track numeracy across learning – delivery, assessment and tracking of Es&Os (re-audit) • Develop numeracy homework across learning: marked & recorded in Maths/Numeracy Faculty (homework matched to a subject’s timeline for the level) • Develop use of “Numeracy Table Mats” to improve consistency to learning and teaching of numeracy. • Also see Cluster Plan 	<p>Numeracy Coordinator (MS)</p>	<p>Meeting time Numeracy Coordinator NALG Maths teachers</p>	<p>August 2014 – May 2015</p> <p>Reviewed by HT & Numeracy Coordinator in December 2014</p>	
<p>7.Health & Wellbeing</p> <ul style="list-style-type: none"> • Regular Meetings of HWB Across Learning Group to ensure continuing focus on skills within HWB • Organise an S1 event to highlight developments in HWB • Develop a pupils group to promote pupil voice for HWB • Also see Cluster Plan 	<p>HWB Coordinator (KS)</p>	<p>Meeting Time HWB Coordinator HWBALG</p>	<p>Reviewed by HT & HWB Coordinator in December 2014</p>	

Priority 4 – Meeting Learning Needs	Overall Responsibility C Graham	QIs – 5.3
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Outcome: **all learners' needs identified, evaluated and reviewed; all staff aware of all learners' needs; increased focus on pace and challenge for all learners.**

Impact on learners: **all pupils are supported effectively in their learning and personal and social development.**

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task (by IP Working Group)
1.Ensure that tasks, activities and resources are sufficiently differentiated to ensure that the pace and level of challenge enable all learners to make appropriate progress (see 2.1)				
2.Further improve procedures for sharing and acting upon relevant information: <ul style="list-style-type: none"> • Information folder on shared drive with subsections for additional arrangements, standardised scores, support strategies (creation of interactive documents to share good practice) • Develop a structured way of sharing information on standardised scores to promote faculty discussions on meeting needs • Increase the number of case conferences (IS/CAT calendar) • Continue and extend year group newsletters • Establish a link person for Pupil Support in each Faculty 	DHT (CG) SfLL (BC)	Time to set up new systems Shared Drive IS/CAT Programme Year Group Newsletter Faculty Meetings	From August 2014 – updated information available by 12 th September Agreed with CLs by 12 th September August 2014	
2.Improve the monitoring of the support given	DHT (CG)	Time for trails, meetings and	From August	

to learners by: <ul style="list-style-type: none"> Increasing the number of pupil trails Increasing the number of meetings involving Support for Learning staff, Pupil Support Leaders and House DHT 	PSLs SfL staff	feedback to staff	2014	
3.SfL staff to: <ul style="list-style-type: none"> Continue CPD delivery Review of reading groups to determine provision for 2014/15 Increase focus on cooperative teaching/curriculum development 	DHT (CG) Sfl Staff	IS/CAT Programme Partners SfL Timetable	August 2014 – May 2015	
4.Review “Hub” procedures and provision with an emphasis on restorative practices designed to promote the inclusion of learners.	DHT (CG) SfLL (BC)	Meeting time Whole school timetable	Provision in place by 12 th September	
5.Further develop attainment tracking of looked after children, young carers and EAL pupils. Information shared with staff and relevant partners and appropriate strategies implemented	DHT (CG) Partners	Standardised scores Tracking Data – CfE/SQA levels (SEEMIS) Group Tutors PSLs SfL Teaching staff	From August 2014 Monitored at SLT/CL review meetings throughout session	
6.Ensure effective use of tutor time (see 1.1)				

	Overall Responsibility	QIs – 5.9
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Priority 5 – Self-evaluation	A Morris (HT)	
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Outcome: **increased opportunities for staff, pupils and parents to express their views and have an impact on school improvement.**

Impact on Learners: **the school improvement plan has an impact in the identified priority areas – improvements in performance, learners’ experiences, curriculum and meeting learners’ needs (+ other areas identified by Parent and Student Councils)**

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task (by IP Working Group)
1. Further develop the involvement of partners in school improvement: <ul style="list-style-type: none"> • Pupils – focus groups & Student Council • Parents – establish Parent Council Sub Group: to consult on IP and assist with the version for parents/carers. • Partners (see 5.3) • Use pupil/parent questionnaires to evaluate progress with IP and act on analysis of responses • 	SLT (AM)	SLT Planning Time Student Council Meetings Parent Council (Sub Group) Meetings Partners HMle Questionnaires Survey Monkey	Parental/Pupil Consultation: May 2014 – September 2014 January 2015	
2. Further develop learning walks and learning teams with a focus on sharing good practice and developing pedagogy which will make a real difference to young people’s experiences and achievements (see 1.1 & 2.1). Collate findings at a whole school level to identify key strengths and areas for improvement. Use Faculty Folders during Faculty Reviews to improve communication and ensure impact.	SLT (all)	Self-evaluation procedures & calendar Learning Teams Faculty/Subject Reviews Faculty Folders	See Self-evaluation calendar	
3. Develop understanding amongst staff of: <ul style="list-style-type: none"> • Leadership at all levels • Leading learning 3.(continued) Provide more time for Curriculum	SLT (all)	IS/CAT Programme Faculty/Subject	See IS/CAT Calendar	

<p>Leaders to focus on leadership for learning:</p> <ul style="list-style-type: none"> • Faculty/Subject Meetings • JLT Meetings • CL Meetings 		<p>Meetings</p> <p>JLT Meetings</p>		
<p>4. Develop a whole school approach to electing a Student Council. Staff to work with the existing Council members to draw up a new constitution designed to increase participation, representation and impact.</p>	<p>SLT (AM) + Social Subjects staff (RH/MW/AW)</p>	<p>Meeting time for staff</p> <p>Meeting Time for Student Council</p> <p>Student Council Fund (to be agreed)</p>	<p>“New” Student Council in place by 12th September</p>	
<p>5. Engage with the Parent and Student Councils to address issues of concern:</p> <ul style="list-style-type: none"> • School dining experience • School website • Pupil toilets • Pupil changing areas 	<p>SLT (AM)</p>	<p>Meeting Time for SC/PC</p> <p>School Funds</p> <p>PC Funds</p>	<p>Launch new website by October 2014</p> <p>Others – ongoing from August 2014</p>	

Cluster Plan: Priority – Curriculum and Pedagogy

Overall Responsibility
Cluster HTs

QIs
2.1 5.1

Outcome and impact for learners

Plan learners' experiences to ensure smooth progression

Learners' experiences will be consistent across all cluster schools

Tasks	By Whom	Resources	Timescale	Progress/Update
1.Enable transition group to facilitate smooth transition	P7 teachers, Maths and English TA teacher, Kath Stewart PSL, Irene Davidson DHT	Transition calendar (draft – JS) Meetings – Trinity Victoria	2.30pm on 17.9.14 18.3.15	
2.Maths and Numeracy • share learning and teaching approaches with focus on differentiation • assessment and moderation – grouping Es and Os within assessment unit • report to cluster SLT	Maths learning community - TA Maths Faculty and primary staff led by Saeneen Horan & Karen Walsh (TPS) Overseen by JS	Meetings – Wardie Trinity Academy Trinity Primary	2.30pm on 25.9.14 20.11.14 5.3.15	
3.Language and Literacy • developing critical reading skills using HOTS resource etc • assessment and moderation – share agreed standard	English learning community - TA English Faculty and primary staff led by Fiona Marjoribanks (WPS) Overseen by JN	TA librarian HOTS Meetings – Trinity Academy Wardie Victoria	2.30pm 26.8.14 18.11.14 12.5.14	
4.Health & Wellbeing • develop cluster 'pupil voice' approaches • hold pupil voice event • develop cluster activity events - primary	HWB Learning community – Kath Stewart and primary staff Overseen by LT	Meetings – Wardie Trinity Academy Trinity Primary	2.30pm on 3.9.14 26.11.14 1.4.15	
5.Parent Councils • careers 'speed dating' event	Parent Councils	School visits	11 th February 2015 (6.30- 8.00pm) Trinity Academy	

5. Summary of evaluations against key indicators

Evaluation key:

Level 6	Excellent	Outstanding or sector leading
Level 5	Very Good	Major strengths
Level 4	Good	Important strengths with areas for improvement
Level 3	Satisfactory	Strengths just outweigh weaknesses
Level 2	Weak	Important weaknesses
Level 1	Unsatisfactory	Major weaknesses

QI		Evaluation
1.1	Improvements in performance	3
2.1	Learners' experiences	4
5.3	Meeting learners' needs	4
5.1	The curriculum	4
5.9	Improvement through self-evaluation.	3