

Trinity Academy – Improvement Plan
ACTION PLAN 2016/17

Priority : We will improve students’ attainment and achievement across the school and have a particular focus on raising standards in literacy and numeracy

School’s current position? Although strategies for improving performance continue to evolve in faculty processes, there remains an inconsistency of approach in the application of such cross the school, leading in some instances to a general lack of ambition and aspiration with resultant lower than expected attainment results. This has been particularly evident in lower deciles.

What will we do? Including relevant Professional Learning	Q.I	How this will lead to improved learning and teaching, improved performance and positive outcomes in our school?	Who? Personnel	When? Timescale	What? Resources
The school will re- launch and embed our values in order to ensure a clear focus on positive transitions, equity and high standards for all.	1.3 2.6	School values are real and referred to across the school. Positive transition programmes will enable all students to feel a sense of confidence and ambition for them across the school	KS and consultative group	June 2016	INSET/DM/Collegiate time
Curriculum leaders will ensure consistent application of benchmarks for excellence in all faculties/departments.	1.2 1.4 2.3	Benchmarks will set the level of expectation and support across the school and will be used to reflect on and improve standards of delivery	All Curriculum leaders/overseen by KS	From June 2016	
We will identify our attainment gap and continue to set ambitious targets for every child in every classroom, including vulnerable groups such as LAC/Young carers /ASL. Targets will be based on P7 performance, standardised tests and professional judgement. This will be overseen by DHT (Raising attainment) and monitored regularly by link DHT and CL	1.1 2.4	All students will know their targets and how these are to be achieved Review will ensure a model of continuous improvement in performance at all levels Students will know that “only their best will do” and that they will be challenged to do so	All (Led by DHT)	From June 2016. Reviewed monthly	
We will track/monitor all students with a particular focus on raising standards for identified students in lower deciles SIMD. We will intervene to ensure progress	1.3	All teachers will ensure that appropriate ambitious targets are set and achieved using all assessment information available and ensure that underachievement is addressed by intervening positively	JLT	From June 2016. Reviewed monthly in every faculty	
We will train CLs in Insight and make better use of data to understand why students are underachieving and to inform interventions	1.2 3.2	Data rich environment supports learning and promotes more effective support and challenge for individual and groups of students Consistency of approach across the school will identify students who require targeted interventions and enable them to achieve	JLT	Training in May 2016.	

<p>We will continue to promote consistency of practice and focus on targeted support and challenge to improve pedagogy.</p>	<p>1.2 3.1 2.3</p>	<p>The learners experience will be varied, differentiated, active and provide effective support and challenge</p>	<p>JLT</p>	<p>On going</p>	
<p>We will continue to improve systems for registration /attendance</p>	<p>1.1</p>	<p>We will accurately record attendance and positively challenge non attendance in order that students are in school and learning</p>	<p>DHT/All</p>	<p>On going</p>	
<p>Curriculum leaders will ensure a co-ordinated approach to raising expectations, in faculty or subject by agreeing focus for assessment, analysing student performance, and ensuring strategies are in place to challenge under achievement and to support students – including direct parental engagement - to get back onto track. This will be recorded in Faculty/subject Action Note.</p>	<p>2.3 1.5</p>	<p>Ensure a consistent approach to course planning to include course outlines, learning intentions/outcomes, timelines, assessment strategies and assessment calendar. This will be shared with students</p> <p>A more robust approach to leadership will ensure better targeted intervention for those students who are “off track”</p>	<p>All Curriculum Leaders/DHT</p>	<p>From June 2016</p>	
<p>All teachers will continue to negotiate ambitious targets for learning for all students within BGE and report on progress.</p>	<p>2.3 3.2</p>	<p>Students will know their learning targets and how these are to be achieved. This will be evident in ALL classrooms and monitored by Curriculum leaders</p>	<p>All</p>	<p>On going</p>	
<p>We will investigate best practice in tracking BGE and continue to evaluate and improve consistency of application and impact of our own model school tracking monitoring and target setting</p>	<p>1.1 1.2</p>	<p>Tracking and monitoring at faculty and whole school level will give an accurate picture of achievement and enable targeted intervention for individuals and groups</p>	<p>DHT</p>	<p>From June 2016</p>	
<p>We will work collaboratively with our cluster primaries to evolve a clear strategy for improving numeracy. In Trinity Academy we will evolve a concurrent strategy to include dedicated time for mental maths and problem solving and link with application of numeracy skills across the curriculum</p>	<p>2.2 2.7</p>	<p>Improvement in students’ confidence and aptitude will evidenced as attainment is raised over time. More students achieving success in BGE and Senior Phase</p>	<p>CL Mathematics/All</p>	<p>From June 2016</p>	
<p>We will set a target of ALL students achieving a minimum of national 4 in literacy and Numeracy</p>	<p>2.2 2.4</p>	<p>Motivational targets and direct interventions for those who require such will raise standards and confidence in learning for all</p>	<p>JLT</p>	<p>Ongoing</p>	

<p>We will continue to implement a whole school approach to raising standards in literacy, and set a minimum standard of national 4</p>		<p>Motivational targets and direct interventions for those who require such will raise standards and confidence in learning for all</p>	<p>JLT</p>	<p>Ongoing</p>	
<p>We will continue to evolve the concept of Connect as the means by which we can remove barriers to learning and providing more flexible pathways for learning. We will also negotiate the provision of student youth workers with Universities</p>	<p>1.2 2.2 2.7 3.1</p>	<p>Those students vulnerable to exclusion are better supported and motivated via flexible pathways. All learners engaged and benefiting from bespoke curriculum tailored to their needs</p>	<p>DHT/PSL</p>	<p>Ongoing</p>	
<p>We will initiate use of Survey Monkey and SEEMIS to capture wider achievement in our school and enable us to point students in a number of future directions</p>	<p>3.2</p>	<p>We will continue to actively celebrate achievement in its widest sense, thereby engaging with all students' successes. Students take responsibility for adding value to their achievements</p>	<p>DHT/JLT</p>	<p>Session 2016/17</p>	
<p>We will introduce national 4/ Scottish studies and seek accreditation for enrichment activities/units</p>	<p>3.2</p>	<p>Increased average tariff points</p>	<p>CL Social Subjects</p>	<p>Session 2016/17</p>	
<p>All staff will ensure that all students are supported to achieve the highest possible SQA awards. This will be monitored by CL and link DHT</p>	<p>3.2</p>	<p>All students challenged to achieve</p>	<p>All</p>	<p>From August 2016</p>	
<p>All Curriculum Leaders will ensure all SQA deadlines are met.</p>	<p>1.5</p>	<p>A consistently robust approach evident across all faculties.</p>	<p>CLs</p>	<p>From August 2016</p>	

	<p>Quality Statement</p> <p>All students and the wider community will be engaged in re launching our values</p> <p>A robust whole school model for monitoring and tracking will be replicated in all departments</p> <p>We will identify and challenge under performance</p> <p>All Students will record strengths and next steps in BGE mini reporting</p> <p>Department will be supported and challenged to deliver more consistent quality of provision and ensure better outcomes for students</p> <p>All teachers will apply registration procedures</p> <p>Pupil Support will analyse data on registration and positively intervene to support students into school</p> <p>All SQA deadlines will be met</p>	<p>Evidence</p> <p>Whole school tracking system</p> <p>Faculty QA checks</p> <p>Attendance data</p> <p>Exclusion data</p> <p>Departmental Minutes</p> <p>Mini reports</p>
--	---	--

**Trinity Academy – Improvement Plan
ACTION PLAN 2016/17**

Priority : We will build strategies to close the attainment gap between the most and least disadvantaged and improve employability skills and positive destinations

School's current position? Very good progress is being made to ensure we are a more inclusive school. We work well with a variety of partner agencies to support students. Support for Learning is successful in supporting students access the curriculum. Pupil Support leaders also deliver PSE and curricular and vocational guidance, and have an oversight of each student's attainment. We have improved approaches to integrated working approaches and a single model of delivery for those who require multi agency support. We now need to raise awareness of SIMD across the school to ensure that we know students who require targeted enhanced support

What will we do? Including relevant Professional Learning	QI	How this will lead to improved learning and teaching, improved performance and positive outcomes in our school?	Who? Personnel	When? Timescale	What? Resources
We will train CLs in use of Insight and make better use of data to understand why students are underachieving and to inform interventions	1.5	Better use of data in every faculty will inform differentiation and intervention strategies	JLT	May 2016	Learning for Success
We will continue to focus on and evaluate impact of embedding literacy/numeracy outcomes across the school.	2.2	All staff will know expected standards and apply these to coursework. English and mathematics departments will reflect this		Ongoing	
We will improve tracking to identify those at risk of underachieving (SIMD 1-3) and ensure this information is shared to inform differentiation and targeted to support specific students in every faculty and classroom.	2.4 3.2	Proactive use of tracking information will deliver timeous targeted interventions at all levels	All	June 2016	
We will continue to evolve partnership working and Integrated Support to ensure a progressive model for meeting need.	2.7 3.2	Joined up working will improve outcomes for the most disadvantaged	DHT/PSL	Ongoing	
We will continue to inform and actively seek and record the views of parent and students in reviewing the quality of delivery	2.3	Evaluation of support will inform future planning and delivery	All	Ongoing	

We will review and further develop assessment for learning across the school and implement a consistently robust assessment framework	2.3	Student led target setting and more robust assessment will inform course planning and delivery and will ensure next steps in learning are supported across the school.	DHT/JLT	Session 2016/17	
We will set a target of ALL students achieving a minimum of National 4 in literacy and Numeracy. Most will achieve level 5	2.4 3.2	Differentiated approaches and targeted interventions will improve attainment over time	All	From June 2016	
We will continue to evolve Connect provision to ensure we build resilience and improve attainment/achievement of the most vulnerable	1.5 2.4 3.3	A bespoke curriculum will build positive relationships, create a positive mind set, motivate students and ensure they are better prepared to move onto sustained positive destinations	DHT/PSL	Ongoing	
Support for learning will be relocated to the heart of the school on C floor. Provision will re focus on 5 roles.	3.1 3.2	More strategic use of support for learning to support meaningful differentiation to include students in classes.	DHT/PSL	August 2016	
We will deliver training to enable us to work towards the concept of an autism friendly school with the aim of ensuring strategies impact on all learners	1.2 2.2	As part of Support for Learning being mainstreamed and supporting consistent high quality differentiation	DHT/PSL	May 2016	
All faculties will replicate whole school approaches to seeking and acting on the student voice to inform personalisation and choice within the curriculum	1.1	Student voice will be used to evaluate delivery across the curriculum. Students are motivated to learn and feel supported to make choices	JLT	Ongoing	
We will evolve a whole school approach to delivering key skills .All students will know the level they are working on, their strengths and next steps in learning	1.2 2.2 3.3	Skills framework will enable students to describe and assess skills used in different contexts	DHT	Session 2016/17	
Within limited resources available to us, will invest in IT to enable greater use of digital skills across the curriculum	1.5 3.3	Greater accessibility to IT both within and outwith the classroom will enhance learning and support them to demonstrate creative approaches applying skills across the curriculum	JLT	Session 2016/17	
We will continue to develop a more coherent and engaging approach to IDL including development of STEM fair and introduction of Scottish Studies, HWB/PD award and John Muir Award	2.2 3.3	Creativity skills exemplified as learning is connected across the curriculum.	JLT	Ongoing	

<p>We will continue to consolidate and further develop positive partnerships with SDS and Colleges in building positive vocational experiences within our senior phase</p>	<p>3.3</p>	<p>Sustained positive destinations for all students</p>	<p>DHT/PSL</p>	<p>Ongoing</p>	
	<p>Quality Statement/Targets</p> <p>We will close the attainment gap year on year We will improve attainment in literacy year on year We will improve attainment in Numeracy year on year Students will be more able to describe skills in action Connect will deliver more positive learning pathways and ensure sustained positive destinations for vulnerable students</p>		<p>Evidence</p> <p>Insight data Positive destinations data The student voice Connect plans/YPPM</p>		

**Trinity Academy – Improvement Plan
ACTION PLAN 2016/17**

Priority : We will continue to evolve our approaches to improving students' health and well being					
School's current position? Very good progress is being made to ensure we are a more inclusive school. We work well with a variety of partner agencies to support students. Support for Learning is successful in supporting students access the curriculum. Pupil Support leaders also deliver PSE and curricular and vocational guidance, and have an oversight of each student's attainment. We are continuing to evolve integrated approaches, bespoke curricula and a single model of delivery for young people who are vulnerable to exclusion					
What will we do? Including relevant Professional Learning	QI	How this will lead to improved learning and teaching, improved performance and positive outcomes in our school?	Who? Personnel	When? Timescale	What? Resources
We will ensure our stated values includes a commitment to equity and the rights of the child	1.1 2.7 3.1	All staff understand their responsibilities in promoting and supporting fairness, justice and equality of opportunity. Barriers to development and learning will be reduced and students will be more fully engaged in learning.	DHT	June 2016	
We will embed a culture of partnership working and Integrated Support to ensure we get it right for every child	3.1 3.2	As an inclusive school, we are more able to support our own students within our own school community	SLT	Ongoing	
We will continue to evolve our approaches to building a culture of positive behaviour	3.2	We will achieve a target of zero exclusion over time	All	Ongoing	
ASN data base will be further developed to deliver a one stop shop for information on students	3.2	All teachers will use this information to evolve differentiated strategies to support learning for all	PSL	Ongoing	
We will continue to evolve the concept of Connect to improve behaviour and prospects of positive destinations for our most vulnerable learners	1.1 3.1	All students leave school with a positive portfolio of experiences and awards. And are supported to be ready to engage in positive destinations beyond school	DHT/PSL JLT	Ongoing Ongoing	

<p>We will continue to actively seek and record the views of parent and students in reviewing the quality of delivery and provide access to effective complaints procedures should the need arise</p>	3.2	<p>Outcomes of evaluation will inform future working Parents and students more actively involved in defining and reviewing provision</p>	PSL	Ongoing	
<p>We will continue to revise PSE programmes in line with Es and Os and build in Authority HWB targets,</p>	3.1	<p>PSE courses will deliver an holistic experience to empower students to make positive choices They will have greater understanding of issues in relation to supporting better health and well-being including gender issues</p>	All	From May 2016	
<p>We will implement CEC recommendations on raising awareness of Autism</p>	1.4	<p>Autism awareness is raised and impacts positively on classroom management and pedagogy across the school. Targeted interventions with support for learning impact positively</p>	PSL	Ongoing	
<p>We will fully implement Mentors Against Violence Programmes</p>	3.1	<p>All students will have a greater understanding of the impact of bullying and how to address this</p>	SLT	August 2016	
<p>We will deliver whole staff training on Raising teens with confidence</p>	3.2	<p>More appropriate and tailored support. Emotional wellbeing leads to better learning</p>	All	From August 2016	
<p>We will explore Rights respecting School with our student Council</p>	3.1	<p>We will have a greater shared understanding of GIRFEC, and UNCRC and the importance of children's rights in building a positive ethos</p>	PSL/DHT	From August 2016/Implementation 2017/18	
<p>We explore the introduction of a Health and Wellbeing award for all in S3/4</p>	3.2	<p>Students will have a greater understanding of positive health and well being</p>	All	Ongoing	
<p>We will continue to evolve awards ceremonies to reflect the wider achievements of our young people</p>	3.1	<p>All students' achievements valued</p>	BP		
<p>The Positive Behaviour group will continue to work JLT to clarify and evolve the delivery our positive behaviour policy in every classroom across the school. This will include clarification of toolkit of rewards and sanctions at every level</p>	3.1	<p>Positive behaviour will be recognised in every classroom. All students will know consequences for disrupting learning of others in every classroom.</p>	JLT		
<p>We will also extend the use of SEEMIS to record behaviour</p>					

<p>We will continue to seek capital investment in PE facilities to enable us to deliver quality provision and national target of 2 hours per w</p>		<p>All students will receive at least 2 hours quality provision per week.</p>			
	<p>Quality Statement/Targets</p> <ul style="list-style-type: none"> • All staff deliver on key responsibilities • Joint plans of support to include students emerge from integrated meetings • Parents have a positive view re partnership with the school • PSE programmes receive positive student evaluation • Children’s rights will be at the heart of what we do 		<p>Evidence</p> <p>Feedback SIM Classroom observation Student evaluation Observation of learning Student focus groups</p>		

**Trinity Academy – Improvement Plan
ACTION PLAN 2016/17**

Priority : Improving communication across the school					
School's current position? Very good progress has been made in building positive partnerships across our school community. We will continue to improve our communication to ensure the best possible outcomes for our students.					
What will we do? Including relevant CPD	QI	How this will lead to improved learning and teaching, improved performance and positive outcomes in our school?	Who? Personnel	When? Timescale	What? Resources
Continue to develop a consistent and effective approach for the flow of information in all aspects of the life and work of the school, including improvements in Home communications by continuing to evolve Website and publish calendar of events/Trinity magazine	1.2 2.5 2.7	All parents will have access to all relevant information in support of their children's learning and progress, and the wider life of the school	All	From August 2015	
Seek e mail addresses from parents to enable them to access bulletins			BSM	From August 2016	
Continue to ensure that the student and parent voice are a key part of our improvement planning process at subject and whole school level	2.5	Increased opportunity for student voice & parental engagement in promoting and supporting improvement. Students will have greater ownership of learning and influence policy and practice in our school	SLT	Ongoing	
Review Homework policy to support independent learning at home	2.5	Rationale for homework clarified. Parents supported as key educators	DHT/All	June 2016	
All faculties will have systems in place to communicate and share information Standard agenda for DMs focusing on HGIOS4 and key QIs	1.3	A consistent approach will ensure a focus on quality improvement for all students	JLT	Ongoing	
Continue to deliver in house training for all and evolve classroom observation/shadowing students to be shared and discussed	1.4	An ethos of professional engagement and collegiate working to improve outcomes for all is evident. Implementation and reflection on a range of methods to improve learning and achievement	SLT	Ongoing	

<p>Continue to evolve and implement a fair and robust model for positive behaviour management , including use of Seemis to enable us to record merit/de merit and onward referral</p> <p>We will continue to evolve our reporting systems to focus on progress and next steps in learning</p>	<p>1.5 2.4</p> <p>2.3</p>	<p>An ethos of positive relationships for learning is evident across the school. All students felt supported and appropriately challenged</p> <p>Students and parents will be better informed as to progress in learning And be able to understand next steps</p>	<p>All</p> <p>CLs</p>	<p>Ongoing</p> <p>From August 2016</p>	
	<p>Quality Statement/Targets</p> <p>Evidence eg data, observation, documents, views</p> <ol style="list-style-type: none"> 1. Positive relationships will be evidenced across the school community 2. SEEMIS will be used positively by all staff to raise standards 3. All departments seek student views re quality of learning and teaching 4. Parents will feel more involved in their child's progress 			<p>Evidence</p> <p>Use of Seemis data Exclusion data Departmental Minutes Student Voice Parental feedback</p>	

**Trinity Academy – Improvement Plan
ACTION PLAN 2016/17**

Priority : Improving self evaluation to improve our school

School's current position? Good progress is being made in building a culture for self evaluation. Benchmarks for success have been agreed across the school and strategies for improving learning agreed. A standardized agenda and action note has been agreed to focus on quality improvement. Annual Review has also been revised to reflect HGIOS4 and to ensure support and challenge in improving performance across the school. There is recognition that consistency of application and impact of application is a key factor for success.

What will we do? Including relevant Professional Learning	QI	How this will lead to improved learning and teaching, improved performance and positive outcomes in our school?	Who? Personnel	When? Timescale	What? Resources
All school meetings will continue to follow agreed quality agenda and focus on improvement using 3 key QIs (1.3, 2,3 and 3.2) as benchmarks	1.1	A more focussed approach to improvement in all we do will impact positively on student outcomes	JLT	From August 2016	
We will continue to build and implement a simple yet robust model for tracking, monitoring and intervening in the senior phase	1.1 1.3	All students will know their targets, and know that underachievement will be challenged.	SLT/JLT	Ongoing	
We will continue to investigate models of best practice in tracking and monitoring attainment in BGE and implement a simple, robust model which informs intervention and future learning pathways	1.1 1.3				
We will ensure that all teachers are supported to use INSIGHT	1.1		JLT	Ongoing	
We will ensure consistent application of benchmarks and agreed standards for excellence across all department	1.2	All teachers will reflect on benchmarks and ensure improvement in practice. Consistent standards and expectations applied across the school. Students clear that Trinity Academy is an improving school	SLT/JLT	Ongoing	
We will evolve shadowing and observation to break down privacy of practice and encourage professional growth	1.2	Direct dialogue and professional reading on pedagogy informs practice	DHT/JLT	Ongoing	

<p>We will continue to engage with the student and parent voice in evaluating and improving our work</p>	<p>1.2</p>	<p>Students and parents will know that their views are listened to and acted upon as appropriate Each faculty will demonstrably seek student views in in evaluating quality of learning and teaching</p>	<p>JLT</p>	<p>Ongoing</p>	
	<p>Quality Statement/Targets We will know how good our school is across key indicators We will know how to improve and put into effect targeted interventions to improve pedagogy and attainment We will be able to evidence impact of action and intervention</p>			<p>Evidence eg Insight data, Lesson observation, jotter checks, departmental QA folder summary of student views</p>	