

Standards, Quality and Improvement Plan

Trinity Academy



Standards and Quality Report for session: 2018- 2019

Improvement Plan for session: 2019 - 2020

Trinity Academy

Our Vision



Our Values

Respect

- We are a welcoming community which celebrates diversity and promotes equity. By doing this we ensure the best possible outcomes for everyone
- We show consideration to one another in all that we do.
- We are good listeners; we think before we speak; we are tolerant well-mannered and polite

Honesty

- We are an honest decent school.
- Honesty means having integrity; being truthful, demonstrating positive behaviour and encouraging the same in others
- We behave in a calm manner and develop resilience to cope with difficult situations.
- We are committed to supporting and caring for one another and celebrating the talents of everyone

Ambition

- We are determined to do our best in all that we do.
- We set ourselves challenging targets and support one another to achieve to our potential
- We are supportive of one another
- We encourage and challenge ourselves and others to meet targets and succeed

Context

- HMle Inspection 2014. Follow up 2015 and 2016. (create hyperlink to report). New head teacher August 2015.
- School debt has been reduced from £255k to £30k in four years
- There has been an impact of debt reduction on staffing and resourcing – this has had an impact on staff well being
- School has managed cuts in staffing whilst meeting the attainment challenge, albeit concerns remain re SQA and a feeling "constant change"
- Significant improvement in attainment at all levels (2019 tbc)
- Significant Improvement in attainment in mathematics (2019 tbc)
- Significant improvement in relationships between the school, parent council and wider community
- Significant improvement in distributed leadership. Middle leaders increasingly strategic in outlook.
- Significant investment on closing the gap and ensuring consistency of approaches across the school
- Falling school roll has been reversed (from 780 to 835 and rising). Capped at 160 in S1 session 2019/20

School Priority 1: We will improve students' attainment and achievement across the school by and have a particular focus on raising standards in literacy and numeracy

NIF Priority: Improvement in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

HGIOS4/HGIOELC QIs/Identified Themes

- 1.1 Analysis and evaluation of intelligence and data
- 1.2 Children and young people leading learning
- 1.3 Strategic planning for continuous improvement
- 2.3 Quality of teaching
- 2.3 Effective use of assessment
- 2.3 Planning, tracking and monitoring
- 3.2 Attainment in literacy and numeracy
- 3.2 Attainment over time

Progress and impact

By 2018 Attainment levels had shown significant improvement over the last 3 years. The school outperforms all comparators bar one indicator .

- EDICT now implemented across school
- Better use of data in every faculty has informed differentiation and intervention strategies
- Proactive use of tracking information delivers timeous targeted interventions at all levels
- Joined up working has improved outcomes for the most disadvantaged. Faculties continue to identify pupils at risk re attainment and offered placements in the HUB. Most pupils now complete course work in range of subjects and attendance has improved.
- Tracking now in place for Connect Students
- Improvement in attendance – through breakfast club
- Number of S3/4 pupils completing courses (Nat3/4) has improved significantly
- Cluster enhanced transition group – very positive feedback from parents, pupils staff
- Cluster Numeracy group ensuring shared understanding of standards
- Evaluation of support has informed future planning and delivery
- Continued strategic development of support for learning supports meaningful differentiation and intervention strategies leading to improved standards of attainment for targeted groups
- Cluster initiatives in Literacy and Numeracy shared with all staff
- Initiated "5 a day" programme for S1 literacy
- TeachMeets implemented to share ideas
- INSET – workshops on use of technologu in learning/Kahoot/Quizlet and Onenote

Exam results (raw)data 2018 (2019 tbc)

- S4 Continued upward trend. Overtake Edinburgh average on all indicators

- N3 and N4 results particularly pleasing – an increase of 18% and 17% respectively reflecting the renewed focus on equity and ensuring as many as possible leave with a minimum of 5 qualifications
- Provision in place for vulnerable students re Hub and Connect
- S5 results show Increase in all indicators. Best results in over 5 years. .Rise in 5 plus 5 Highers in S5 Best in 5 years
- S6 results very pleasing. Slight dip on last year, however very good when compared to results achieved in S5

By the end of S4					
	2015	2016	2017	2018	Edinburgh 2018
5 plus 3	60	62	70	88	82
5 plus 4	60	59	60	77	75
5 plus 5	33	39	39	46	41

By the end of S5					
	2015	2016	2017	2018	Edinburgh 2018
1 plus Higher	46	61	54	55	60

3 plus Higher	29	38	33	38	41
5 plus Higher	13	16	18	28	22

By the end of S6					
	2015	2016	2017	2018	Edinburgh 2018
1 plus Higher	60	52	66	62	66
3 plus Higher	46	39	51	46	47
5 plus Higher	32	29	34	31	35
1 plus AH	30	24	26	24	26

Next Steps:

- We will continue to focus on and evaluate impact of embedding literacy/numeracy outcomes across the school and plan for imyear on year improvement
- We will build on SQA results and continue to 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. This will lead to increased attainment for vulnerable students
- As a priority, we will review and further develop assessment for learning across the school and implement a consistently robust assessment framework
- Continued evolution of Learning Hub and Connect TA programmes will ensure all pupils leave school with 5 at National 3 or above (or equivalent –e.g (Prince William Award)

- Review curriculum to ensure meet the needs and aspirations of all our young people and will continually change to meet these needs – e.g. new courses and wider opportunities added to the BGE and Senior Phase curriculum to ensure a meaningful and challenging learner pathway is available to all of our young people
- Continue to acknowledge improvement in Learning and teaching as the key route to improvement and to deliver a model for professional growth
- Embed teach meets and ensure Edinburgh learns is embedded across the school
- We will continue to evolve and embed the use of our tracking and monitoring systems at all levels to ensure appropriate targeted interventions
- Review learning and teaching to improve consistency of understanding and approaches

School Priority 2: We will build strategies to close the attainment gap between the most and least disadvantaged and improve employability skills and positive destinations

NIF Priority: Improvement in attainment, particularly in literacy and numeracy

NIF Driver: Teacher professionalism

HGIOS4/HGIOELC QIs/Identified Themes

1.3 Developing a shared vision, values and aims relevant to the school and its community

2.3 Quality of teaching

2.4 Targeted & universal support

2.4 Removal of potential barriers to learning

3.2 Equity for all learners

3.2 Attainment over time

Progress and impact:

Although strategies for improving performance continue to evolve in faculty processes, there has been an historic lack of ambition and aspiration in some areas with resultant lower than expected attainment results. This has been addressed and is particularly evident in lower deciles results which showed a significant increase in attainment at N3 and N4 levels in session 2017/18 The school now sees attainment at N4 as a better benchmark.

- Enhanced transition continues to ensure most vulnerable are supported well into S1
- EDICT enabling greater understanding of equity as targeted interventions improve attainment for disadvantaged students
- INSIGHT and Tracking information shares with all to enable all teachers to set that appropriate ambitious targets are set and achieved and ensure that underachievement is addressed by intervening positively
- Consistency of approach across the school has increasingly identified students who require targeted interventions to enable them to achieve
- A robust approach to course planning to include course outlines, learning intentions/outcomes, timelines, assessment strategies and assessment calendar. This is shared with students
- Students increasingly know their learning targets and how these are to be achieved. This will be evident in ALL classrooms and monitored by Curriculum leaders
- Improvement in students' confidence is evidenced as attainment is raised over time. More students achieving success in BGE and Senior Phase
- Those students vulnerable to exclusion have been better supported and motivated via flexible pathways/Connect. All learners engaged and benefiting from bespoke curriculum tailored to their needs
- Continued development of collegiate approach to leadership has ensured JLT have a more proactive role in leading improvement across the school
- New Peer learning model of Quality Improvement Initiated
- Range of new vocational courses included in course choice
- We actively celebrate achievement in its widest sense, thereby engaging with all students' successes. Students take responsibility for adding value to their achievements
- Impact in attainment – continued improvement in almost all indicators. Efforts continue to ensure students do not drop out of courses once unconditional offers are received in S6
- Assessment and Moderation focus of staff development including Cluster sessions on moderation of writing
- INSET taken forward re Standard for Careers education/My Work of work. Significant improvement in use of latter.
- Continued delivery and evolution of Connect including Skillsforce, Old's Cool , JET, Career ready, Spartans and RUTS, Career Ready

Next Steps:

- Continue to Evaluate use and impact of Tracking and monitoring at faculty and whole school level to provide an accurate picture of achievement and enable targeted intervention for individuals and groups (EDICT)
- Further developing staff on interpretation and use of data – and identification of those most likely to underachieve – various approaches to positive discrimination to raise attainment in SIMD 1-3
- Continue to evolve and embed Connect provision, and provision for vulnerable students through the Learning Hub
- Plan strategically for mainstreaming of Hub provision as part of wider Support for learning
- Continue to embed values through Pupil Voice, Parent Council and whole school assemblies/LfS time – linked directly to work on Rights Respecting School and LCBGTI charter
- Continue to seek parental/community/business partners in embedding employability skills
- New approach to reporting – with action plan report for Senior Phase
- SQA Calendar will continue to be shared with all staff. Deadline dates will continue to be shared with all via the school calendar for next year
- Digital learning Strategy to be taken forward in light of CEC guidelines

School Priority 3: We will continue to evolve our approaches to improving students' health and well being

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver: School leadership; parental engagement

HGIOS4/HGIOELC QIs/Identified Themes

- 1.1 Ensuring impact on learners' successes and achievements
- 1.2 Children and young people leading learning
- 1.3 Strategic planning for continuous improvement
- 2.1 Arrangements to ensure wellbeing
- 2.4 Targeted & universal support
- 2.3 Planning, tracking and monitoring
- 3.1 Wellbeing

Progress and Impact

Very good progress has been made to ensure we are an 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

- Well being indicators underpin school vision, values and aims
- Positive ethos policy updated and implemented. Best practice shared across the school
- We have a greater shared understanding of GIRFEC, and UNCRC and the importance of children's rights in building a positive ethos Barriers to development and learning will be reduced and students will be more fully engaged in learning.
- All staff understand their responsibilities in promoting and supporting fairness, justice and equality of opportunity and have undertaken school based Nurture training
- We have gained bronze award LGBT Charter and Rights respecting School and are working towards Silver award in both.
- As an inclusive school, we are more able to support our own students within our own school community
- All teachers continue to be proactive in use of ASL log to information to evolve differentiated strategies to support learning for all
- 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
- Parents and students more actively involved in defining and reviewing provision
- PSE courses 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 wellbeing including gender issues
- Autism awareness has raised awareness and impacts positively on classroom management and pedagogy across the school. Targeted interventions with support for learning impact positively
- All students have a greater understanding of the impact of bullying and how to address this
- Students will have a greater understanding of their own positive health and well being
- Positive behaviour will be recognised in every classroom. All students will know consequences for disrupting learning of others in every classroom.

Next Steps:

- Data from Insight, questionnaires and focus groups to gather data in regards to how pupils feel they are fairly treated and are supported in class.
- PEF will continue be enhanced from whole school budget
- Learning Hub will continue to evolve as part of Support for learning provision to support targeted young people in literacy, numeracy and HWB and to aim to ensure that every pupils leaves school with 5 or more level 4 SQA qualifications – two of which are literacy and numeracy at level 4 or above
- To continue to reduce exclusions in line with our approach to attaining our Rights Respecting School status
- To ensure that our curriculum evolves to provide a learner pathway that meets the needs and aspirations of all our pupils from BGE and right through Senior Phase
- To ensure all subjects promote HWB in their curriculum delivery and that across the school we achieve all the benchmarks.
- Regular assemblies are held to celebrate achievements across both curricular and extra-curricular areas
- The school will aim to achieve 2 hours of PE for all S1-S4 year groups in 2018-19 and elective PE in S5 and S6
- Continue to develop our partnership working to meet the needs and aspirations of all of our young people in all SIMDs
- Whole school focus on 2 selected well being indicators

School Priority 4: Improving communication across the school and improving self-evaluation

NIF Priority: Improving attainment and closing the gap

NIF Driver: School Improvement

HGIOS4/HGIOELC QIs/Identified Themes

- 1.1 Analysis and evaluation of intelligence and data
- 1.3 Strategic planning for continuous improvement
- 2.2 Skills for learning, life and work
- 2.3 Quality of teaching
- 2.6 Collaborative planning and delivery
- 3.3 Increasing employability skills

Progress and impact:

- New website and school App initiated
- We have trained Staff in use of Insight and make better use of data to understand why students are underachieving and to inform interventions
- We have implemented whole school 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.
- We have continued to evolve partnership working and Integrated Support to ensure a progressive model for meeting need and to ensure higher standards of achievement and attainment for targeted student. 5 plus @level 3 and 5 plus@ level 4 shows significant improvement, now overtaking Edinburgh Average (2019 tbc)
- We continued to evolve Connect provision to ensure we build resilience and improve attainment/achievement of the most vulnerable
- We delivered training on Nurture to enable us to work towards the concept of an inclusive school with the aim of ensuring strategies impact on all learners
- We will continued to develop a more coherent and engaging approach to STEAM fair Studies, HWB/PD award and John Muir Award/Heartstart/Prince William award to engage the hard to reach
- We will continued to consolidate and further develop positive partnerships with SDS and Colleges in building positive vocational experiences within our senior phase

Next Steps:

- JLT and teaching staff have been asked to identify gap in their classes and positively discriminate to close it
- Further develop teaching and learning strategies to better support all pupils' needs –A focus on key skills for life, learning and work as an integral part of all lessons (Standard for Careers Education)
- Continue to develop CONNECT to support pathways for more vulnerable pupils to ensure relevant pathways
- Strive to improve % of those attaining literacy and numeracy at levels 4 and 5. Aim 100% level 4 in both by end of S4.

Equity and best Value Pupil Equity Fund Impact Report

1 Approach

The school has taken a strategic approach to PEF, and has aligned with other additional funding from CEC including Wellington Monies. A Pupil Support Officer (Inclusion) was appointed with the broad remit of closing the poverty related attainment gap, supported by Support for Learning resources and an additional 0.2 fte. In addition A Youth worker has also been employed on a part time basis using wellington monies as part of our Connect provision for vulnerable youngsters.

A support base, The Hub, was set up to support the learning of pupils who were identified as being at risk of failing. Run using a Nurture based approach The Hub takes individual referrals from class teachers and faculties. The focus of The Hub has primarily been to ensure that all young people in S4 achieve at least 5 qualifications at level 3 or above. Pupils are tracked through EDICT and at House meetings and those at risk of not achieving 5@ level 3 are identified. The PSO then meets with teachers, CL's, PSL's and DHT's to ensure that the appropriate Hub support is put in place.

Through The Hub we have also been able to provide mentor support for S1 & 2 pupils, Breakfast Club and support for pupils on flexible timetables.

The PSO is 1 in 5 lead within the school and heads up a working group looking at Equity and Poverty Proofing in our school.

The PSO oversees the CONNECT programme which provides additional curricular activities such as SkillForce and RUTS for targeted pupils.

2 Number of Pupils Supported

Session 2017/18

24 S3 & 4 pupils received individual subject support through The Hub. 1 of these S4 pupils were supported for all of their timetabled subjects.

14 pupils were supported through Breakfast Club

6 pupils supported through Girl's Group

60 pupils supported through other CONNECT interventions.

Session 2018/19

30 S3 & 4 pupils received individual subject support through The Hub. 3 of these S4 pupils were supported for all of their timetabled subjects.

14 pupils supported through Breakfast Club

6 pupils supported through Girl's Group

3 pupils supported through S2 mentoring

4 pupils supported through S1 mentoring

5 pupils on flexible timetables supported

60 pupils supported through other CONNECT interventions.

3 Analysis of Pupils Supported

Analysis of the pupils in S3 & 4 who were referred for individual subject support was carried out on the 2017/18 cohort. The following results were found:

- 83% were male and 17% were female
- 33% were from SIMD 1-3, 46% from SIMD 4-7 and 21% were from SIMD 8-10
- 38% were in receipt of free school meals
- 13% were EAL
- 8% were LAAC
- 29% had attendance below 85%
- 46% had shown low literacy levels when tested in S1
- 63% had shown low numeracy levels when tested in S1

When examined individually many of the pupils had previously shown good levels of attendance throughout S1-3 and at the start of S4. Attendance had started to slide and the pupils had started to disengage from school by the time the Hub referrals were made.

This analysis was used to identify pupils from the 2018/19 S4 cohort who may be at risk of disengaging. Hub placements were then offered early in the session to support their learning and prevent disengagement.

4 Types of Support Offered

Individual Subject Support

Pupils who are at risk of failing are referred by class teachers. Through discussion between the PSO and class teacher a package of support is put in place. This usually involves the pupil working in The Hub for 2 periods per week during their normal subject time. Work is provided by the class teacher and progress is regularly fed back by The Hub staff. The maximum number of pupils per teacher in The Hub is 6 in order to ensure that pupils are receiving the support that they need.

Breakfast Club

Open to pupils of all year groups. Referrals come from staff (usually PSL), family, P7 teacher at transition or from the pupils themselves. Pupils are offered a healthy breakfast and a soft start to the day. Pupils have the option of staying for period should they feel the need. This facility is particularly useful for vulnerable pupils who are persistently late as it avoids them arriving late to class. Pupils also have an opportunity to complete homework (particularly computer-based tasks) and prepare for the school day.

Girl's Group

Open to S1 girls who are referred by PSL's. The aim of the Girl's Group is to increase confidence and self-esteem through a variety of group work activities. The group also fosters a positive friendship group for vulnerable girls.

Flexible Timetable

Pupils on flexible timetables (either health or exclusion related) can be referred to The Hub by PSL's or SfL to support their learning in subjects that they are no longer attending. Often this work focusses on English, Maths, Science and Social Subjects. The Hub is also used to support pupils returning to school following a period of long-term absence.

Safe Space

School is a stressful and confusing place for many of our vulnerable pupils. The Nurturing approach used in The Hub has meant that it has become a safe place for some of our vulnerable and challenging pupils. Some pupils use it on an ad hoc basis when classes are too much for

them. Whilst this isn't openly encouraged there are some pupils for whom it is far better to bring themselves to The Hub rather than take themselves out of school.

CONNECT

The following activities were offered as part of the CONNECT programme:

- SkillForce (Prince William Award)
- RUTS MotoLearn
- Olds Cool
- Citadel Youth Worker
- Business in a Box (Citadel)
- Art Therapy

5 Impact of Support

There was an improvement in the whole school attainment with 88.08% of S4 pupils achieving at least 5 qualifications at Level 3 or above in session 2017/18. Total school attendance was slightly improved and the number of exclusions decreased.

The Hub has been well received by staff and pupils. All of the pupils working in The Hub in session 2017/18 achieved a pass in the subject from which they were referred. Staff report that the support offered to pupils in The Hub has had a positive impact on the pupils left in class as it has allowed them to spend more time with other pupils. Pupils report that they enjoy working in The Hub and that they feel that it is easier to work there.

The P7 transition group has been hugely successful with pupils and parents reporting that it made them feel less anxious about the transition to high school. In feedback gathered from pupils one said "You get to speak to new people and other children and staff. It makes me feel happier."

The CONNECT programme continues to provide enriching experiences for pupils. Through this programme pupils have achieved their PWA Trailblazer award and Saltire Award.

6 Poverty Proofing Measures

As part of our on-going work to reduce the impact of poverty on our pupils and their families we have introduced the following poverty proofing measures:

- Pre-loved uniform rail: donated items are made available at all Parent's Evenings and to pupils referred by PSL's or staff.
- Pre-loved outdoor clothing and equipment made available for pupils taking part in the S1 residential.
- Prom dress & Suit hire: donated items are available for pupils to borrow free of charge.
- Pencil project: Parent Council funding has allowed us to place baskets of pencils in every classroom so that no lesson has to start with a discussion about the lack of something to write with.
- S1/2 PE Kit: Parent Council funding allowed us to purchase t-shirts, shorts and leggings for the S1 & 2 PE classes so that all pupils are able to take part in PE. A washing machine was also sourced to wash the kit.
- Free Period: Sanitary products are available free to all pupils, staff and visitors.
- Excursions & Curricular Activities: Every letter that is sent home requesting money for a school trip or curricular activity advises parents that funding is available and asks them to make contact with the PSO. All requests for funding are considered and most have been able to be met through Parent Council funding, grants from outside agencies and school funds.
- £500 fund from parent council to fund excursions and Activity Week trips for pupils.
- Staff training: All staff trained using the Edinburgh 1 in 5 package. Parent council representatives and school captains also took part in this training.
- 1 in 5 pupil sessions embedded into senior phase PSE programme.
- P7 Transition Group: a group of pupils from SIMD 1-3 were selected by the cluster primaries. With the focus on parental engagement pupils and their parents took part in a variety of activities designed to ease the transition from primary to secondary.

Self-Evaluation 2019 – 2020

	Quality Indicator	School Self – Evaluation 2017 - 18	Inspection Evaluation (If during 2016-17)
	What is our capacity for continuous improvement?		
1.3	<p>Leadership Of Change</p> <p>Senior leadership team now in place, and guide a collegiate , developmental model for transformational change which create the environment for creativity and dynamism across our school and which lies at the heart of improvements in recent years. Curriculum leaders are increasingly adopting a whole school strategic perspective and are fully supportive of the Senior leadership team. Almost all staff are committed to change which results in improvements for learners. Almost all have consistently high expectations of students, and are committed to closing the attainment gap.</p>	4/5	

2.3	<p>Learning, Teaching And Assessment</p> <p>The learning environment in our school is positive. Senior leaders provide clear guidance and support for improvement. Students are increasingly given high quality feedback on their learning. The introduction of EDICT and data analysis will support this process and ensure further improvements this session</p>	4	
3.1	<p>Ensuring Wellbeing, Equity And Inclusion</p> <p>Trinity is an inclusive school where students feel safe and secure. A very good pastoral and support team are at the heart of the school. Recent developments in Connect and Hub provision and associated targeted support for more vulnerable students utilises PEF funding which is enhanced by mainstream budget.</p>	4/5	
3.2	<p>Raising Attainment And Achievement</p> <p>Most learners are making good progress. Significant improvement over three years in almost all indicators. School now overtakes Edinburgh average for national qualifications in S4. The school has also seen significant increases in attainment in S5.</p>	4/5	

2016 – 2020 School Self Evaluation/Plan for QI Engagement

QI		2016 - 2017	2017 – 2018	2018 – 2019	2019 – 2020	Comments
1.1	Self-Evaluation for Self-Improvement	√	√	√	√	
1.2	Leadership of Learning	√	√			
1.3	Leadership of Change	√	√	√	√	
1.4	Leadership and Management of Staff					
1.5	Management of Resources To Promote Equity		√			
	Leadership And Management Overall		√			
2.1	Safeguarding and Child Protection					
2.2	Curriculum		√			
2.3	Learning, Teaching and Assessment	√	√	√	√	
2.4	Personalised Support					
2.5	Family Learning					
2.6	Transitions					
2.7	Partnerships		√			
	Learning Provision Overall					
3.1	Ensuring Wellbeing, Equality and Inclusion	√	√	√	√	
3.2	Raising Attainment and Achievement	√	√	√	√	
3.3	Increasing Creativity and Employability					
	Successes and Achievements Overall		√			

TRINITY ACADEMY
IMPROVEMENT PLAN
2019-20

Improving attainment and standards on literacy and numeracy	Qis 1.1 1.2 1.3 2.3 3.2
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Priority 1	We will improve student attainment across the school by focussing on 1. Improving quality of learning and teaching 2. Focussing on raising standards on literacy and numeracy	Responsibility	KS/PG and JLT
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Outcomes	All teaching staff will have a greater understanding of pedagogy across the school All faculties will include review of approaches in development plans All teachers will ensure a robust focus on literacy and numeracy
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Tasks	By Whom	Resources	• Time	• Impact/Progress
To continue to link all BGE courses to new Benchmarks	JLT	Benchmarks Departmental Time	• Oct 2019	• To be confirmed by ICL/Link DHT
To continue to review and extend Senior Phase existing Learner Pathways • Media, NPA in Photography added to Senior Phase learner pathways. DEC (Design, Engineer, Construct) added to S3 learner pathways. • Psychology offered as electives session 2018-	BP JT	Meeting times for consultation, faculty meetings, SLT meetings	Review from Sept 2018 (in time for coursing for 20118/19)	•

<p>19 and build to N5 courses in 2019-20.</p> <ul style="list-style-type: none"> • Music technology to be introduced • Overall increase in 5 new subjects at N5/H in 2 years aligning with other Edinburgh schools. 7 subjects at N5 for session 2019-20. 				
<p>Continue to Identify and support , at risk students using a variety of data</p> <p>Faculties identified pupils at risk re attainment and offered placements in the HUB. Students will continue to be supported to complete course work in range of subjects and attendance has improved</p>	<p>Learning Hub coordinator PSO</p> <p>SfL</p> <p>Lit and Num coordinators</p>	<p>Cluster</p> <p>Faculty DM/JLT time</p>	<p>Ongoing from June 2018</p> <p>As above</p>	<ul style="list-style-type: none"> • Students at risk identified and interventions planned
<p>Continue to use our model for transformational change to improve learning and teaching across the school</p> <p>Work with all colleagues to agree a whole school vision for promoting effective learning and teaching across our school</p> <p>Extend and support the current model of peer review to help break down</p>	<p>Paul Godall Into headshop project (supported by KS)</p>	<p>As required</p> <p>CAT/INSET</p>	<p>From August 2019</p>	<ul style="list-style-type: none"> • Pedagogy shared and understood • Statement on benchmarks of practice implemented •

<p>the privacy of practice and share approaches across the school</p> <p>Create and support a professional reading group</p> <p>Work with JLT to develop a model for ensuring pedagogy is regularly discussed in faculties</p> <p>Evaluate impact of project</p>				
<p>Focus on the core skills of literacy and numeracy in learning and teaching</p> <p>New S1 literacy group to start in HUB from June</p>	<p>Sfl</p> <p>All teaching staff</p> <p>PSO</p>	<p>Extraction Groups</p>	<p>Throughout 2018/19</p>	<ul style="list-style-type: none"> • Key focus of ensuring positivity and attainment in literacy and numeracy for all. Refer to attainment data

Closing The Attainment Gap Between The Most And Least Disadvantaged Children	QIs 1.1, 1.4, 1.5, 2.5, 2.7, 3.1, 3.2
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Priority 2	Continue to Close The Attainment Gap Between The Most And Least Disadvantaged Children. Align funding streams to ensure co ordination of resource	Overall Responsibility	BP/KS	
Outcomes:	All staff will be aware of what the attainment and achievement gap looks like. Stakeholders are aware of Equity Funding allocation and how it will be used in 2019 – 20 (xxx has been allocated. Enhanced by school budget No carryforward Staff use a wide range of performance information to reduce the attainment and achievement gap.			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> • Identify the gap for each year group and share this information with all staff • Insight data and HGIOS4 challenge questions used in faculty reviews. • Focus for faculty review 	<ul style="list-style-type: none"> • All Staff • SLT 	<ul style="list-style-type: none"> • Insight data • CEC analysis • CL/HT meetings • PEF funding for 1.5fte (funding to be enhanced by school) 	<ul style="list-style-type: none"> • From Sept 2018 	<ul style="list-style-type: none"> • Increase in attendance and attainment of targeted students • Increase in attainment re N3 and N4
<ul style="list-style-type: none"> • Targeted intervention for SIMD 1-3 • Targeted intervention for SIMD 1-3 at cluster level • Continue to Improve in attendance – through breakfast club • Consolidate and improve Number of S3/4 pupils 	<ul style="list-style-type: none"> • All staff • PSO • KS • Cluster Heads 	<ul style="list-style-type: none"> • Data • Learning Hub – PEF – including ICT use 	<ul style="list-style-type: none"> • Oct 2018 • June 2019 	<ul style="list-style-type: none"> • As above

<ul style="list-style-type: none"> completing courses (Nat3/4) Continue to deliver Cluster enhanced transition group – very positive feedback from parents, pupils staff 	KS (Integrated Support)	Cluster/DHT time to review and revise	Ongoing	
<ul style="list-style-type: none"> Monitoring and Tracking LAC/YC/ASN to promote positive discrimination Continue to evolve Tracking of pupils on CONNECT programme Ensure census returns/SQA are accurate 	<ul style="list-style-type: none"> JLT PSL/SfL DHT – KS PSO 	<ul style="list-style-type: none"> PSO – PEF funded CONNECT programme 	<ul style="list-style-type: none"> Ongoing From June 2018 	<ul style="list-style-type: none"> Increase in attainment of targeted students
<ul style="list-style-type: none"> Targeted intervention by PSL's and SfL to ensure progression particularly in SIMD 1-3 Hub Breakfast Club Reading and Numeracy groups 	<ul style="list-style-type: none"> ASL Team Partner Agencies 	<ul style="list-style-type: none"> Meeting time PSG's Data PEF 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> As above
<ul style="list-style-type: none"> Focused events aimed at improving home/school links with targeted invitations PSO working with targeted pupils in the Hub Focused events/school links – focus for next session 	<ul style="list-style-type: none"> PC (themed meetings) PDO SLT JLT 	<ul style="list-style-type: none"> Time for meetings Development Time PEF 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Intention is to improve attendance and resilience of targeted students
<ul style="list-style-type: none"> Review home learning policy Guidance on this has been shared with parents. PC discussed further. 	<ul style="list-style-type: none"> SLT JLT All staff Pupil Voice Parent Voice 	<ul style="list-style-type: none"> Parent Council /staff/student feedback 	<ul style="list-style-type: none"> June 2019 	<ul style="list-style-type: none"> Work life balance for students Appropriate and meaningful homework set Opportunities for home learning described.

Improvement In Children And Young People's Health And Wellbeing

QIs: 1.1, 1.2, 1.3, 1.4, 1.5, 2.4, 3.1, 3.2

Priority 3	Improvement In Children And Young People's Health And Wellbeing	Overall Responsibility	KS/BP	
Outcomes:	All young people feel supported and included and their needs are met.			
Tasks	By Whom	Resources	Time	Impact/ Progress
Continue to roll out approaches to developing Growth Mindset and Mindfulness	<ul style="list-style-type: none"> • SLWG 	<ul style="list-style-type: none"> • Meeting times • CLPL opportunities 	<ul style="list-style-type: none"> • From August 2018 	<ul style="list-style-type: none"> • DHT to discuss with faculty
Implement Rights Respecting Schools /Silver programme	<ul style="list-style-type: none"> • EC/SC/JP • Pupil Voice • Parent Voice 	<ul style="list-style-type: none"> • S5 Elective Programme • LfS time • Meeting time for SLWG 	<ul style="list-style-type: none"> • From August 	<ul style="list-style-type: none"> • Taking our whole school values to next stage
Work towards LGBTI /Silver Charter	<ul style="list-style-type: none"> • BC/KS/Pupil Voice • Parent Voice 	<ul style="list-style-type: none"> • LfS time • Time for staff and parental training • S3 Elective programme 	<ul style="list-style-type: none"> • From August 2018 	<ul style="list-style-type: none"> • AS ABOVE

Re introduce MVP programme and link with peer Support/ERASMuS programme	<ul style="list-style-type: none"> • LC/RMc/AMc • Staff dependent 	<ul style="list-style-type: none"> • Staff dependent • Timetabled class for S5 • Delivery to S1/2 PSE classes • S1/2 Evaluation 	<ul style="list-style-type: none"> • From October 2019 	<ul style="list-style-type: none"> •
Continue to review and build consistent approaches to working with Teenage Brain and Raising Teens with Confidence	<ul style="list-style-type: none"> • LC • KS 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • June 2020 	<ul style="list-style-type: none"> •
Continue to engage in CLPL/Edinburgh learns to promote equity re differentiated approaches, including children with autism. Look to Autism Friendly classrooms/Dyslexia friendly classrooms. Review impact	<ul style="list-style-type: none"> • SLT • PN • All staff 	CIRCLE	<ul style="list-style-type: none"> • By June 2020 	<ul style="list-style-type: none"> •

Improvement In Employability Skills And Sustained, Positive School Leaver Destinations For All Young People

QIs

1.1, 1.2, 1.3, 1.5, 2.2, 2.4, 2.6, 2.7, 3.3

Priority 4	Improvement In Employability Skills And Sustained, Positive School Leaver Destinations For All Young People	Overall Responsibility	All DHTs	
Outcomes	To ensure all our young people go in to a positive and sustained destination – including employment			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Continue to develop skills agenda explicitly in all lessons and ensure they are linked directly to the implementation of the Standard for Careers Education Implement Digital learning Strategy and equip one further computer lab as part of refresh 	<ul style="list-style-type: none"> All teaching staff led by JT/BC/DR 	<ul style="list-style-type: none"> Lesson planning and organisation Skills framework (Edinburgh model) TA Connect Peter Strong Refurbishment of computer lab 	<ul style="list-style-type: none"> Throughout Aug 2019 – June 2020 	School under resourced and under skilled. Review outcome of strategy June 2020

<ul style="list-style-type: none"> • Skills agenda through INSET and faculty reviews Carry out School audit as part of strategy • 	As above	As above	As above	
<ul style="list-style-type: none"> • Working with SDS with a focus on SIMD 1-3 moving into employment 	<ul style="list-style-type: none"> • SDS • 16+ DHT • PSL's • SDO 	<ul style="list-style-type: none"> • Assemblies • Class time • 1-1 interviews • Standards for Careers Education 	<ul style="list-style-type: none"> • June 2018 	
<ul style="list-style-type: none"> • Continue to Build in more vocational opportunities for S4-6 students • NPA photography, DEC courses introduced • Music technology • STEAM week opportunities • CONNECT – Skillsforce, Old's Cool, JET, Career Ready, Art therapy, Spartans, RUTS 	<ul style="list-style-type: none"> • BC • PSLs • PSO • KS • JLT • All teaching staff 	<ul style="list-style-type: none"> • Development Time 	<ul style="list-style-type: none"> • Review Oct 2018 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none">• Further develop STEM courses and opportunities for all pupils and parents	<ul style="list-style-type: none">• STEM coordinator• All Teaching staff• Pupil Voice• Parent Council	<ul style="list-style-type: none">• STEAM Fair• Parent Event	<ul style="list-style-type: none">• June 2019	
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Reviewing our Curriculum	QIs 1.1, 1.5, 2.3, 3.1
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Priority 5	Review and ensure our curriculum is fit for purpose	Overall Responsibility	JT	
Outcomes	To ensure our curriculums is aspirational for all and ensures the needs of all learners are at the centre of design and development			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Review Curriculum rational against national/CEC guidelines/Best practice Implement Digital learning Strategy equip one further computer lab as part of refresh 	Collegiate working group led by JT	<ul style="list-style-type: none"> Time for meetings/audit Skills framework (Edinburgh model) Refurbishment of computer lab CAT time (TBC) 	<ul style="list-style-type: none"> Review of curriculum design reported to staff December 2019. Implementation 2020/21 Digital learning strategy in place for implementation session 2020/21 	<ul style="list-style-type: none"> Ensure curriculum provides breadth, balance, progression equity of opportunity for all Greater opportunities for use of IT in learning

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Standards, Quality and Improvement Plan

Trinity Academy Cluster

Wardie Primary

Victoria Primary

Trinity Primary

Trinity Academy

Improvement Plan for session: 2018 – 2019

NIF Priority 1 – Improvement In Attainment, particularly In Literacy And Numeracy

QIs/Themes

- 2.2 Skills for learning, life and work
- 2.3 Learning and engagement
- 2.3 Quality of teaching
- 2.3 Effective use of assessment

NIF Priority 4 - Improvement in Employability Skills & Sustained, Positive School Leaver Destinations For All Young People

- 3.2 Attainment in literacy and numeracy

Cluster Priority	Raise attainment in writing Make links to employability skills relevant to Edinburgh	Overall Responsibility	Cluster SLT	
Outcomes	<p>#keepwritingreal #writingworks</p> <p>There will be improved attainment in writing across early, 1st, 2nd and 3rd level through the BGE</p> <p>All staff will have a shared understanding of the benchmarks for learning for literacy</p> <p>Improved parental awareness of writing through a shared celebration of writing</p> <p>Improved staff knowledge and confidence in supporting all learners</p>			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> • Identify 4 key employment contexts (tbc) and allocate across the year groups / curricular subjects <ul style="list-style-type: none"> ▪ N, P1, P5, S2 ▪ P2, P6, S3 ▪ P3, P7, S4 ▪ P4, S1, S5 • Plan teaching experiences across the curriculum 	<ul style="list-style-type: none"> • All cluster staff 	<ul style="list-style-type: none"> • 2 Cluster CATs 	<ul style="list-style-type: none"> • CAT 1 -7th Sept • CAT 2 - 26th April 	<ul style="list-style-type: none"> •

NIF Priority 3 – Improvement in children and young people’s health and wellbeing	QIs/Themes 1.2 Children and young people leading learning 1.3 Implementing improvement and change 2.1 Arrangements to ensure wellbeing 2.5 Engaging families in learning 2.6 Arrangements to support learners and their families 3.1 Wellbeing
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Priority 1a	To improve the health and wellbeing of pupils in the Trinity Academy cluster	Overall Responsibility	SLT cluster schools	
Outcomes	There will be increased parental engagement and understanding of support available Targeted group of pupils will benefit from enhanced transition project			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> Investigate Cluster approach to supporting inclusion 	<ul style="list-style-type: none"> Cluster SLT ASL service Partner agencies Psychological services 	<ul style="list-style-type: none"> Identify and locate a space Staffing 	<ul style="list-style-type: none"> Cluster SLT meetings 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> To continue enhanced transition projects. Schools to identify 4 pupils from SIMD 1 and 2 	<ul style="list-style-type: none"> P7 staff Cluster SLT DHTs 	<ul style="list-style-type: none"> SIMD data Attainment data 	<ul style="list-style-type: none"> Aug 2017 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Group tasks to be planned and delivered 	<ul style="list-style-type: none"> DHTs Sculpture workshop staff Citadel family worker 	<ul style="list-style-type: none"> Meetings 	<ul style="list-style-type: none"> Art @ Sculpture Workshop– 5th Oct 2018 Cooking – 13th Dec 2018 	<ul style="list-style-type: none">

			<ul style="list-style-type: none"> • ICT – 1st March 2019 • Celebration – 31st May 2019 	
<ul style="list-style-type: none"> • Continue to develop ASN cluster coffee mornings to provide parental support network 	<ul style="list-style-type: none"> • ASL staff • Partnership agencies • School SFL staff 	<ul style="list-style-type: none"> • Meetings <p>School in brackets provides refreshments and SLT rep</p>	<ul style="list-style-type: none"> • Planning mtg – 9.00am on Mon 25th June at TPS • Coffee mornings – 9.30am at TA • 28th Sept : community grps (TA) • 23rd Nov (VPS) • 8th March (WPS) • 17th May (TPS) 	
<ul style="list-style-type: none"> • Develop expertise of PSAs through cluster training and discuss impact 	<ul style="list-style-type: none"> • PSA • SFL staff 		<ul style="list-style-type: none"> • Oct, Jan, May in-service days for 1 ½ hours • Planning session on 25th June 	•
<ul style="list-style-type: none"> • Continue to ensure smooth transition from P7 to S1 • Transition calendar for the year to be agreed in August. 	<ul style="list-style-type: none"> • P7 staff • Pupil support leaders • Maths and English staff 	<ul style="list-style-type: none"> • Meetings for transition working group 	<ul style="list-style-type: none"> • 2.30pm • 23rd Aug (TA) • 7th Feb (TA) 	•
<ul style="list-style-type: none"> • Opportunity for P6 pupils and staff to work together on a transition activity. 	<ul style="list-style-type: none"> • P6 staff • P6 pupils • Partners as identified at planning meeting 	<ul style="list-style-type: none"> • Space at TA for event • Planning meeting 	<ul style="list-style-type: none"> • 6 Sept 2.30pm (WPS) 	•