

7 March 2017

Dear Parent/Carer

**Trinity Academy  
The City of Edinburgh Council**

In February 2014, HM Inspectors published a letter on your child's school. The letter set out a number of areas for improvement which we agreed with the school and The City of Edinburgh Council. We subsequently returned to the school to look at how it had continued to improve its work, and published another letter in December 2015. Recently, as you may know, we visited the school again. During our visit, we talked to young people, parents and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection and at other aspects of the school's work, as proposed by the headteacher. As a result, we were able to find out about the progress the school has made and how well this is supporting young people's learning and achievements. This letter sets out what we found.

**Further develop the use of self-evaluation evidence to focus on improvements which will have the greatest impact on raising attainment.**

The school now has a strong focus on raising the attainment of all young people. The senior leadership team is clear that strategies to improve attainment must remain a key focus of the school's work. The examination results from school session 2015/16 show important improvements in some key measures. More young people are now gaining appropriate qualifications. An increased number of young people gained National 5 qualifications at the end of S4 and more young people achieved Highers at the end of S5. In these measures, the attainment of young people in Trinity Academy is now in line with other young people with similar needs and backgrounds. The school should continue to work to develop an overview of young people's progress and attainment from S1 to S3 across all curriculum areas, including literacy, numeracy and health and wellbeing.

The school gathers a range of evidence to inform improvement planning and there is an appropriate plan in place for the current session. A calendar usefully details the activities expected of departments in carrying out review work. Senior leaders need to ensure this work is carried out consistently well across departments. The school has taken forward a variety of approaches to better engage young people, parents and staff and seek their views. This has included focus groups, questionnaires and providing 'you said, we did' feedback. Parents welcome the improving communications with the school and the ongoing developments in this area. Across the school, work has been taken forward to improve learning and teaching. This has

included professional learning opportunities for staff and teachers and young people using national quality indicators to evaluate aspects of the work of the school. Staff readily take on leadership roles in aspects of this recent work. The impact of this work has not yet been fully realised in lessons across the school.

**Continue to improve approaches to learning and teaching to provide all young people with appropriately challenging learning activities.**

There is too much variability in the quality of learners' experiences across the school. Whilst there are examples of young people fully engaged in well planned activities, there are lessons where they are disengaged. In the most effective lessons, learners have a clear understanding of the purpose of the task and are able to develop their own thinking. Young people respond positively when given the opportunity to take ownership of their learning. They are increasingly evaluating their own work and understanding their progress. There remains scope to improve the pace and challenge of learning in some lessons. The work to improve learning and teaching needs to continue along with monitoring the impact of professional learning on practice in the classroom. The school recognises the importance of this work which features in the school improvement plan. Senior leaders and curriculum leaders have important roles to play in this work.

**Continue to develop the curriculum to ensure that all young people can progress in their learning and achieve as highly as possible.**

Staff have continued to develop the curriculum across S1 to S6 in line with national design principles. Young people experience a broad general education from S1 to S3, with appropriate specialisation available in S3. Elective courses provide further personalisation and choice for learners. Across S4 to S6, teachers have introduced a number of new courses and activities to help young people develop important employability skills. Staff have worked well together and with partners to provide courses and programmes to meet the needs of the young people in Trinity Academy. A few young people are benefitting from the Connect@TA programme which provides learning appropriate to their needs. A week of activities provided young people in S1 and S2 with a greater insight into the possibilities of work in the areas of science, technology, engineering and mathematics. Staff recognise that they need to continue to review the curriculum to ensure that it provides appropriate progression for all young people.

## **What happens next?**

The school has made good progress since the original inspection. We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. As part of our ongoing work, our Area Lead Officer will continue to work with The City of Edinburgh Council to maintain an oversight of the progress being made in the school. The council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Carol A McDonald  
HM Inspector

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.