

QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)

What we have done? (What work/action has been undertaken within the priorities from your improvement plan 24-25? eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc)	How well are you doing? What's working well for your learners? (Consider the full QI, self-evaluative statements against each theme)	How do you know? What evidence do you have of positive impact on learners? (What evidence do you have? Quantitative or qualitative data to support.)	What are you going to do now? What are your improvement priorities in this area? (Identify a few next steps linked directly to progress and impact for this area/priority)	How would you evaluate this QI using the HGIOS?4 six-point scale?
Developing a shared vision, values and aims relevant to the school and its community				
We have continued to embed and evaluate the behaviours and impact of our school vision and values ensuring a firm commitment to equity, equalities and inclusion, for all learners.	We have continued to embed and evaluate the behaviours and impact of our school vision and values ensuring a firm commitment to equity, equalities and inclusion, for all learners. Almost all pupils behave in a safe and respectful manner that align to our Vision and Values. We have worked collaboratively with a Parent and Carer group to build a greater understanding of how to communicate inclusively with all families as well as the need to communicate more clearly when supports are being put in place in SFL.	Positive feedback from staff, parents/carers, and learners regarding the updated vision, values, and aims. For staff this includes but is not limited to the use of our own Trinity Academy Barrier index (stemming from Leadership for Equity training), continuous improvement to the inclusivity of our senior phase curriculum and the growth and evolution of our approaches to integrated support. Tracking of Trinity Charts, SEEMiS referrals and community VPD's from the police. There are also communications in writing from visits and members of the public when pupils are particularly helpful or portray the school in a positive light. Almost all school staff feel valued both by their line manager and by the Headteacher. Almost all families feel their child is safe in school and almost all feel Trinity Academy is an inclusive school (based on Snap Shot questionnaire June'25).	Implement recalibrated mechanisms through which pupil voice has a robust place in the life of the school: both through whole school process and at faculty level. Embed vision and values assemblies (piloted in spring in 2025) to provide consistent and context specific messages to pupils in year groups. Continue to monitor the effectiveness of how we share concerns and praise with families through tracking and monitoring, Trinity Charts letters, parents & carer nights and cause for concern letters. Review effectiveness of new approaches introduced in session 2024/25 to communicate Support for Learning meetings and support for all pupils.	4

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Strategic planning for continuous improvement				
Conditions have been created to ensure staff feel confident to initiate change and clearly see their role in bringing about improvements.	Most staff have an area of faculty improvement that they are responsible for, with the majority of staff also leading an area of school life that improves the pupil experience beyond the curriculum.	Through uniform and consistent approaches to whole school and faculty improvement planning processes, it can be seen who is responsible for the broad range of improvement work being undertaken across the school. This is then reviewed through a systematic programme of review including the CL and link member of SLT.	Continue to provide opportunities, and support for colleagues across the school to ensure leadership capacity can continue to grow at all levels. Embed the 'Cadence of School Improvement' schedule that aims to support CLs in managing the combination of general operational work and work related to the whole school Improvement Plan.	
Almost all staff have taken part in our PL Time to Learn programme in May 2025. This focussed on three main areas: Differentiation, Leadership of learning and AI.	The focus of the T2L program is based on staff feedback of needs and the whole School Shared Classroom experience. This year it also included feedback from the HMIE Thematic Inspection English and Literacy.	Now in its second year, the attendance rate on average saw most staff attend 2 or more of these PL events. This year the Leadership of Learning session was co-delivered by both Staff and Pupils. See QI 2.3 (circa 80% of teachers found the T2L programme 'valuable').	Continue to gather an understanding of school learning needs through PRDs, AoPE, SCE. Feedback forms suggesting what could be included in the T2L programme next year as in previous years, completed by teachers.	
School Collaboration for Impact groups were introduced for each of the three School Improvement Priorities.	The SCFI's have supported increased collaboration and consultation for the work being undertaken by the school improvement groups.	All teachers opted into one of the three groups.	The role of the SCFI groups will be considered for session 2025/26.	
Trinity Academy continues to be one of 9 schools who form the Regional Collaboration for Impact group. This work has been closely linked to our school improvement work.	Looking outward an increased criticality has been possible from a broad range of schools with similar and differing context with a particular focus on LTA, Curriculum Pathways, Inclusion and the use of data to support improvement.	Critical friendships between schools have particularly benefited the work of our Meta Skills Framework development and our early work related to Pupil Voice.	Roles within the CFI are being reviewed to ensure a relevant and valuable programme of professional exchange can be provided for session 2025/26.	

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Implementing improvement and change				
Teachers have systematic opportunities to review and refresh their pedagogical practice, including peer to peer experiences.	The Whole School Appreciation of Practice Experience is in its second year. This is designed to ensure that all teachers have the opportunity to watch and be watched – the follow up peer-2-peer coaching conversation that follows supports colleagues to plan their professional learning.	All teachers complete a form once complete – identifies next steps in learning. Overview of areas for next steps captured centrally and shared with CL's and link SLT to support wider planning of PL opportunities for groups of teachers.	The combination of the AoPE, SCE and faculty self-evaluation processes now all used to inform the PRD process and support whole school PL foci/next steps in PL.	