



Trinity High School

School Improvement Plan

2023/24

Year 3

Planning framework

As part of Children's Services, Trinity High School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

<p>We will encourage kind and connected communities—where our citizens take pride in their place, attracting others to move here and share in the opportunities Renfrewshire has to offer.</p>	<p>We will support a strong and flexible local economy—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.</p>	<p>We want Renfrewshire to be a fair place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.</p>	<p>We are working towards a greener future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.</p>	<p>We want our employees to feel proud to work for Renfrewshire Council because we are a values driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.</p>
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Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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Our Vision, Values and Aims

Trinity High School is a Six Year Roman Catholic School situated in the heart of Renfrew and serves communities across Renfrew, Gallowhill, Inchinnan, Erskine and Bishopston. We ensure that we, working with parents, foster the high aspirations for all of the young people. Our staff are professional and are dedicated to delivering an excellent learner experience whilst providing young people with the necessary opportunities to thrive and develop their God given talents.

We are proud to be a Catholic school and ensure that Catholic Education, the development of the individual as a person in the image and likeness of God, is central in everything that we do. The Catholic nature of the school is clearly evident through every aspect of school life. We place emphasis on positive relationships and benefit from a mutual respect between pupils, staff and parents. We enjoy excellent links with our local Parishes and welcome the commitment and spiritual leadership of our Local Priests and school Chaplain.

Within Trinity we encourage everyone to maximise their talents to achieve their potential both inside and outside the classroom whilst growing as responsible, Christian individuals who are able to contribute positively to society.

Faith and the Gospel values are central to the school's ethos and core values of community, achieving, respect and equality (CARE). Through this, Trinity High School endeavours to promote a morally sound lifestyle which will enhance both the school and wider community.

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, Parents / Carers, staff as well as external partners. We used a variety of methods of getting the views of those who are involved in the life and work of Trinity High School such as staff meetings, pupil focus groups, various surveys and discussions at Parent Council.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities.

Skills Development Scotland
Library Staff
Music Instrumental Service
Home Link
Cluster Partners

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Review of our progress of the implementation of the priorities will be discussed at departmental meetings as well as Principal Teacher and Senior Leadership Meetings.
- Surveys (Pupils and Parent / Carer)
- Focus Groups
- Learning and Teaching Observations
- Data analysis (using local and national data such as SNSA, Insight and school tracking system)

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Improvement Priority 1 – Improvement Priority 1 Develop the effective use of Data and Information as a driver for increased levels of attainment and achievement

<p>HGIOS/HGIOELC QIs 1.1, 1.2, 2.2, 2.3, 2.6</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><i>We recognise that we should continue to build on the work being done across our Cluster to ensure smooth transitions. We have identified that we can use this work as a foundation to ensure that there is a smooth gradient of learning especially across key transition stages (such as P7 – S1 and S3 – S4)</i></p>	<ul style="list-style-type: none"> • All teachers have access to and knowledge of the prior learning to inform achievement of a level (ACEL). This will be included in tracking material by June 2024 • The collection and analysis of historical data allows all Middle and Senior Leaders to map pupils to appropriate pathways. (by March 2024) • All pupils have a clear understanding of their current level of progress. • Parental satisfaction regarding progress communication has improved from baseline survey carried out in 2021. 	<ul style="list-style-type: none"> • All departmental databases contain links to data for previous learning and attainment. (June 2024) • Tracking spreadsheets are updated after each reporting window and an update sent to staff. (Commencing Sept. 2023) • Feedback from Staff at May inset day highlights improved confidence in use of data to inform next steps in pupil learning (May 2024) • Progress of identified pupils (who benefitted from Maths Recovery in Primary 7) shows increased level of understanding and attainment in Numeracy. (ACEL May 2024) • Analysis of outcomes in Senior Phase Numeracy show a 'smooth' progression from BGE to SP (Insight Feb 2024) 	<ul style="list-style-type: none"> • Cluster Numeracy Group will continue their work on common language methodology to share information (completed by March 2024) • Cluster Literacy Group formed March 2024 with priorities set by outcome of Cluster Moderation event in Feb 2024 • Building on work undertaken in session 2022-23 the attainment team (DHT, PTP and Project Lead) will offer CLPL activities and present at staff meetings. • Whole School Collegiate Activity (WSCA) time will be allocated to School wide Tracking Systems (New for Session 2023-24). • Building on success of BGE Focus Group for Parents in Session 2022-23 a similar exercise will be undertaken for BGE and SP Parents. SP Pathways Information Evening Introduced into calendar.

<p>Our Senior Phase pupils achieve very good levels of attainment. However, we recognise through the analysis of Insight and Local Comparisons that there is a need to further develop the range of curriculum pathways on offer to pupils.</p>	<ul style="list-style-type: none"> • All young people (currently 98% of pupils in senior phase were able to select their first choice) have access to a curriculum which is challenging, engaging and suits their individual needs. (by June 2024) • All pupils and parents have detailed information informing them of the future progression pathways available when making informed decisions about curriculum choices. (by June 2024) • All pupils report that their tracking report contains meaningful comments on progress and next steps. • Every report contains meaningful and relevant 	<ul style="list-style-type: none"> • Positive feedback included in minutes of focus groups • Trinity High School will be above their Virtual Comparators across all breadth and depth measures (Aug 2024) • Every learner will leave Trinity High School with a wide range of SQA accredited qualifications. Insight Breadth and Depth comparator will be used to measure this. The outcome will be measured based on comparison with virtual comparator (Insight Feb 2024) • Attendance (whole school) will be above 90% for session 2023/24. Currently this is 88.5% • All pupils engaged in skills academy will achieve at least one SCQF Level 5 Award (Volunteering) with a possible suite of other qualifications possible (review June 2024) 	<ul style="list-style-type: none"> • The newly launched Learning, Teaching and Assessment Framework (June 2023) will ensure consistent approaches across the school. • PT Pupils Support with DYW remit will carry out a third review of leaver qualifications and positive destinations compared to previous years building on the successful reviews in session 21-22 and 22-23. This will inform our curriculum rationale and therefore options available. • £20,016 of Pupil Equity Funding (PEF) will be allocated to a Key Worker with responsibility to Inclusion and Attendance. This will increase engagement levels with education. • £12,650 of PEF will be allocated to offer a range of skills based vocational courses throughout session 2023-23 (skills academy) • Review of Satchel One Push Notifications as main mode of communication to parents (Oct 2023)
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<p><i>As a result of parental feedback, we will continue to build on the work done in sessions 2021 and 2022 to increase the satisfaction levels with regards to school communication.</i></p>	<p><i>data / information for each individual pupil.</i></p> <ul style="list-style-type: none"> • <i>All pupils are fully aware of how they are progressing in their learning and know what to do to improve.</i> • <i>All parents receive a monthly newsletter and termly HT update.</i> 	<ul style="list-style-type: none"> • <i>Parental Survey carried out in May 2024 will show an increase in satisfaction from similar survey carried out in May 2021</i> • <i>Social Media Following (Twitter) will be over 3000 by May 2024</i> • <i>Analysis of engagement of the use of Satchel One</i> • <i>Engagement levels will have increased from previous year.</i> • <i>Pilot of Groupcall. communication will be surveyed to establish a baseline of satisfaction.</i> 	<ul style="list-style-type: none"> • <i>The Learning, Teaching & Assessment working group will continue to use evidence-based research to inform colleagues of best practice (feedback etc)</i> • <i>CLPL on report writing will be offered to all staff (Sep 2023)</i> • <i>New School website launched (Aug 2023)</i> • <i>School website and Twitter will continue to be updated regularly with school curricular information.</i> • <i>A digital school newsletter will be published monthly.</i> • <i>Project Leader (Communication) will continue</i>
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Improvement Priority 2 – Continue to strive for improved health and wellbeing outcomes for children and young people

<p>HGIOS/HGIOELC QIs 1.1 , 1.4, 2.1, 2.4, 3.1</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>As a result of pupil survey and focus groups they identify this school as a safe and nurturing environment. We will continue to ensure that this remains a priority.</p> <p>Using our professional experience and analysis of support required we</p>	<ul style="list-style-type: none"> • Pastoral Teachers are timetabled for Social Education classes meaning all young people have a dedicated point of contact with their Pastoral Teacher (currently up to 80% coverage) • Introduced last session we will continue to provide all Parents with a contact details leaflet highlighting the various ways to get in contact with the school / Pastoral Teacher. • Through an end of year survey all pupils recognise the importance of Social Education in promoting how to be safe in school and in the wider society. 	<ul style="list-style-type: none"> • Improvement on average pupil wellbeing score of 47% in Local Authority survey (2023) for sample size of 323 pupils. • Increase parental satisfaction from 2021-22 figure of 69% for general communication. • Increase in attendance figure (participation) from 88.5% to over 90% • Increase of nurture provision in the school for targeted year groups (e.g. s1 – increase from 3 periods to at 6 periods and S3 increase from 7 periods to 10 periods) 	<ul style="list-style-type: none"> • Principal Teachers of Pastoral will deliver SE Programme for all year groups. £14,039 of Pupil Equity Funding will be used for additional teaching staff to support the timetabling of this. • Use Digital Newsletter to inform everyone of school contacts and all support available. • Pastoral Staff will hold 'House Events' on a regular basis. • Promote Every Child Deserve a Champion across the school. • Promote the use of a safe personal champion using the 'Called to Love' programme in RE. • £44,280 of Pupil Equity Funding will be used to support the Nurture base and support programmes.

	<ul style="list-style-type: none">• <i>All BGE pupils - have the opportunity to have a senior buddy; this will further develop the school values of CARE.</i>• <i>All staff have the opportunity to undertake whole school co-curricular events. This will increase the offer of clubs available to pupils and maintain the community ethos of the school.</i>• <i>All staff work collegiately to progress RNRA approaches.</i>	<p><i>tweet, page has 2976 followers)</i></p> <ul style="list-style-type: none">• <i>Collation of number of 'letters of praise issued by department to set a baseline figure.</i>	
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Improvement Priority 3 Improve employability skills and support all of our young people to enter positive and sustained destinations

<p>HGIOS/HGIOELC QIs 2.2, 2.6, 2.7, 3.3</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>We recognise through the analysis of Insight that we need to continue to support Pupils into a sustained positive destination.</p>	<ul style="list-style-type: none"> • All pupils have access to careers appointments with Skills Development Scotland (SDS) to ensure they are fully informed when making subject choices. • All pupils receive presentations on the various post-school pathways available. This will help them to make informed decisions regarding their future. • Percentage of pupils in a positive destination will exceed that of Virtual comparator for each year with the target for THS being 100% 	<ul style="list-style-type: none"> • Number of Senior Phase pupils accessing SDS Appointments will continue to increase (78% in 2022 and 82% in 2023) by June 2024 • By June 2024 100% of THS will have registered for My World of Work. Figure in 2023 is 72% • Insight Measure for pupils in sustained positive destination will be 100% 	<ul style="list-style-type: none"> • Developing Young Workforce is overseen by a Principal Teacher of Pupil Support • Principal Teachers of Pastoral Support (PTP) working with SDS to facilitate interviews. • PTP will deliver Social Education lessons which will include lessons on Career Pathway and inserts from external speakers. • Continue to highlight the relevance of our Faith in the world of work. • Re-launch of Careers Education Standards through the home slide

We recognise the importance of the BGE on developing the skills for learning, life and work in order to prepare pupils for the Senior Phase and the world of work.

- *All pupils in the BGE are registered and regularly use My World of Work (MWOW).*
- *All pupils identify potential future career pathways.*
- *All pupils identify skills used in one subject area are transferable across several other areas.*
- *All pupils use consistent language and terminology when describing the skills, they are developing.*
- *All departments utilise new 'home slide' which contains identified skill development*

- *Currently at 79% the percentage of BGE pupils registered for MWOW will be 100% by June 2024*
- *Skills survey will be carried out in June 2024 to establish baseline for skills development*
- *Currently at 95% the percentage of BGE pupils who receive a 1:1 options interview in S2 will be 100% by June 2024*

- *Data gathered will be used to offer bespoke careers presentations to pupils.*
- *Careers Pathway Evening (November 2024)*
- *Every department will ensure that pupils are informed of the skills being developed during units being taught.*
- *Learning & Teaching group to launch home slide and promote Careers Education Standards within lessons.*

Improvement Priority 4 – Continue to promote our community of Faith through a shared vision for all so pupils can make a positive contribution to society.

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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>We recognise our role as Catechists and will ensure young people have the opportunity to celebrate their Faith.</p> <p>We will continue to promote House Identities to their Patron Saints.</p>	<ul style="list-style-type: none"> • All pupils and staff have the opportunity to celebrate the Faith life of the school through a series of Services, Events and the celebration of Holy Mass. 	<ul style="list-style-type: none"> • Use Achievement Tracking to establish a baseline for school based faith event participation (Sept. 2024) • Increase number of Caritas students in Year 3 of plan from 30 in session 2021 (Year 1) 	<ul style="list-style-type: none"> • A programme of all Liturgical Events will be published. (Aug 2023) • Every Year Group will have 1 retreat per session • Achieve next stage of our Journey to becoming a 'Laudato Si' school. • A Cluster Catholic Education Week Newsletter highlighting the work across the schools will be published in November 2023 • Diocesan events will be publicised in the school and be made accessible for all pupils and staff. • Continue to make all Faith events free of charge for both pupils and staff; including travel arrangements. • Implement year four of our journey to becoming a Laudato Si School. • S6 Students undertaking Caritas to lead faith volunteering opportunities. • Time set aside during Inset days for reflection on our roles as Catholic Educators.

	<ul style="list-style-type: none"> • <i>Through focus groups and surveys we can confidently say that everyone in the school has a sense of belonging to their House and actively participates in House events.</i> • <i>The achievements of all pupils are widely celebrated and clearly linked to each House.</i> 	<ul style="list-style-type: none"> • <i>A review of the House System (stage 1) will be published in November 2023</i> 	<ul style="list-style-type: none"> • <i>In January 2024 a group will work to clearly articulate the next steps (stage 2) of the House System in THS</i> • <i>Each S6 Depute Head Boy / Girl will have a House responsibility.</i> • <i>PTP and Senior House Captain will lead selection process for Junior House Captain.</i> • <i>Senior Staff will promote House system online, on tannoy and at assemblies.</i> • <i>Staff will be asked to participate in house events.</i> • <i>Religious Education classes will continue to build on lessons which highlight our House Saints and their importance to our Faith and society.</i> • <i>A House Group Review Team comprising of pupils and staff will review the first stage (establish and embed) of the House System.</i> • <i>The House Group Team will work to launch stage 2 of the House System in THS</i>
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