Trinity High School

School Improvement Plan
2024/2025 – 2027/2028
Year 2

Planning framework

As part of Children's Services, Trinity High School has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Renfrewshire Council Plan Strategic Outcomes

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.	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.	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.	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.	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.

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					
Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment

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 Bishopton. 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 a wide range of stakeholders. We used a variety of methods of getting the views of those who are involved in the life and work of Trinity High School

Pupils (pupil focus groups and surveys carried out during session 2023/24)
Parents (Parent Council Meetings, surveys and evaluation feedback)
Partners:

- Cluster Primaries
  - Skills Development Scotland
  - Family Wellbeing
  - Renfrewshire Council Children's Services Colleagues
  - Diocese of Paisley Education Team
  - Education Scotland (Inspection Report Published May 2024)

Staff within the school played a key role in shaping the 3-year improvement cycle. Time was set aside during in-service days and Whole School Collegiate Activities to identify priorities and interventions.

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:

- Quality Assurance Meetings with Local Authority representatives
- Departmental Quality Assurance processes including learning walks
- Senior Leadership Learning Walks
- Focus groups (pupils, parents, staff and partners)

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.**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.

Improvement Priority 1 – We will raise attainment for all young people to ensure they achieve their full potential.

NIF Priorities	NIF 7 Key Outcomes (see page 2 for full descriptors)
Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy	Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Attendance In session 2023/ 2024 and as reported in the 2024 HMIe publication attendance was 88%. We recognise the need for positive attendance to raise attainment. *At the end of Year 1 (session 2025) the average school attendance increased slightly to 88.4%* There is a 10% difference (negative) in attendance of those entitled to Free School Meals compared with pupils who are not entitled to free school meals. *At the end of Year 1 (session 2025) this gap has reduced to 8.5%* Using intelligence, the following groups are highlighted for additional interventions due to being in the low attendance (less than 80%) bracket:	**Attendance** By the end of the improvement cycle attendance will consistently be above 92% (previous post-covid high). The attendance gap of 10% will decrease year on year throughout this improvement cycle. By the end of the Improvement Cycle all young people in S4 will have achieved a minimum of 5 SCQF Qualifications.	**Attendance** Data will be taken from the Local Authority Dashboard but monitored monthly by PT Pastoral using in-house tracking and STINT paperwork. Attendance Tracking Data will show improvements and trends in attendance patterns and inform actions taken EBSA Plans will demonstrate individualised interventions to promote attendance	**Attendance** Draft attendance Policy will be published to all staff and a promoted with pupils and parents at all school events during session 2025-2026. 2 Principal Teachers of Pupil Support and 1 Depute HT will undertake Education Scotland's Improving Attendance Programme. Weekly House Meetings "Red Alert" system STINT framework will be used to monitor and track interventions. Re-launched Skills Academy in S3 – S6 during session 2025-2026 0.4 Principal Teacher of Skills Academy to be appointed by August 2025. PEF Funded.

Young people in Fifth Year have the highest proportion of its pupils in the low attendance group (25%). *At the end of Year 1 (session 2025) the attendance of S5 has increased to 85%*	The overall attendance of S5 will be greater than 85% in session 2025-2026	Data Dashboard will provide detailed information on attendance data, trends emerging and areas for action to be reviewed alongside school data and recording. Skills Academy pupil progress incorporated into tracking system.	0.6 Keyworker Skills to be appointed by August 2025. Redesign of Inclusive Support spaces including staffing of teaching and non-teaching staff (skills).
21% of those across the school with ASN recorded are in the low attendance group compared to 11% of non-ASN pupils. *At the end of Year 1 (session 2025) there has been an increase in attendance for pupils with ASN by 0.3%*	Pupils with ASN will have a greater attendance in session 2025-2026 than the 87.3% reported at the end of session 2024-2025. By session 2027/28 the attendance will be above 90% and in line with pupils who are not recorded as having ASN	Monthly reports from appointed Key-worker (skills) to measure effectiveness of engagement, attendance and attainment.	Working alongside Educational Psychology key staff have adopted strategies to address Emotional School Based Avoidance (EBSA). Following a successful pilot in session 2024-2025 a large scale programme will be adopted in session 2025-2026
Learning & Teaching From HMIe (2024) it was commented that: 'Teachers should continue to build on effective practice by planning tasks and activities set at the right level of difficulty and that engage all young people.' From the HMIe questionnaire it was reported that: - 53% of learners said they always understand how well they are progressing in their learning with 37% reporting this is the case some of the time. At the end of year 1 (session 2025) the Young Leaders of Learning (YLOL)	**Learning & Teaching** By session 2027/28 all young people will be surveyed and will aim to have a response of 75% (most) for all young people (expanding from the YLOL group) understanding how they are progressing. all of the time.	**Learning & Teaching** Young Leader of Learning surveys Attainment from Insight from session 2025-26 onwards. All young people will have attained a minimum of 5 Qualifications by the end of S4 Increased number Pupil Focus Group responses (new pupil parliament system) Staff Focus Group responses.	**Learning & Teaching** Learning and Teaching Committee to continue the work of embedding the Trinity Lesson Cycle and embed new programme of "Sharing Good Practice visits". Continued embedding of Learning and Teaching Strategy (Pupil Voice). Dedicated time in in-service to look at Learning, Teaching and Assessment / Pedagogy during October 2025 Inservice and during each WSCA.

reported that almost all participants feel that they understand how well they are progressing in their learning. - 46% of pupils said their feedback is always meaningful. By session 2027/28 a similar question will aim to have a response of 70% (majority) all of the time. *At the end of year 1 (session 2025) the Young Leaders of Learning (YLOL) reported that almost all participants feel their feedback is meaningful* - 90% of young people reported they were happy with the quality of learning and teaching some of / all of the time.	By session 2027/28 all young people will be surveyed and will aim to have a response of 70% (majority) for young people stating that their feedback is always meaningful. By end of session 2027/28 Almost all (90 – 99%) of pupils will report that they are happy with the quality of their learning and teaching.	New Reporting system will increase school – home contact. All Young people will undertake learner conversations across all subjects	Quality Assurance calendar including Learning Walks (peer and SLT) and sharing best practice visits. Whole school approach to learner conversations and learning logs to coincide with new reporting structure.
Broad General Education By the end of S3 in 2022-23, the majority of learners (69%) achieved CfE fourth level in most (75%) curricular areas. *At the end of year 1 (session 2025) 94% of learners have achieved Level 4 in Literacy and 89% of learners have achieved Level 4 in Numeracy.*	**Broad General Education** By the end of this improvement cycle (session 2027/28) almost all learners will achieve Level 4 in Literacy and Numeracy with most achieving Level 4 in all curricular areas.	**Broad General Education** Data will be extracted from Progress and Achievement Reports throughout the session to analyses achievement of a level across all curricular areas. Trinity Cluster Gradient of Learning established from Early to Senior Phase will allow us to track and intervene at more appropriate times thus improving overall attainment and achievement.	**Broad General Education** Time will be given to moderation October 2025 Inset and WSCA Time during October 2025 inset will be set aside for cross school working. Cluster working in Literacy and Numeracy moderation across levels.
Senior Phase	**Senior Phase**	**Senior Phase**	**Senior Phase**

Rationale for change	Outcome and Expected Impact	Measures	Interventions
The performance of the middle 60% and highest 20% of leavers is generally consistently significantly lower or much lower than the Virtual Comparator over the five-year period (2017/18 to 2021/22). *At the end of year 1 (session 2025) the Highest 20% of leavers is above the Virtual Comparator for the first time in five years and is a five-year high. The Middle 60% and Lowest 20% of leavers continue to be below the Virtual Comparator.*	By the end of the school improvement cycle (session 2027/28) there is evidence of an increase in attainment in M60% and H20% of leavers from Trinity. By the end of Session 2025 – 2026 there will be an increase in the performance of the Lowest 20% of leavers.	Data for interventions and to evidence this increase will be taken throughout the three year cycle from: - In-House Tracking Systems - Local Authority Dashboard - Insight - Parental Voice - Pupil Voice	Senior Phase Pathways Evenings for pupils, parents and carers. 0.4 Principal Teacher of Skills Academy to be appointed by August 2025. PEF Funded. 0.6 Keyworker Skills to be appointed by August 2025. CLPL for Staff on the use of data for planning and interventions. Insight presentation to all staff (WSCA) Weekly House Meetings to plan interventions. Skills Academy S2 – S6 Introduction of more SCQF Level 5 and 6 Awards

Improvement Priority 2 – We will improve the wellbeing of young people to ensure everyone is safe, happy & well throughout their time in Trinity High School

NIF Priorities	NIF 7 Key Outcomes (see page 2 for full descriptors)
Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy	Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions

Wellbeing	Wellbeing	Wellbeing	Wellbeing
As outlined in 2024 HMIe Publication "Staff should continue to use data to inform improvement priorities and evaluate the impact of interventions and initiatives"		WEMWBS survey	Through embedding the GMWP toolkit within S.E lessons, appropriate and timely interventions will contribute to improving wellbeing for pupils.
Using data the following groups are highlighted;		Exchange Counselling Data	Exchange counselling
% of all pupils with low wellbeing has decreased over past three years (16% at end of 2024 session). *At the end of year 1 (session 2025) there has been a slight increase to 16.7%.*	Average total Wellbeing score through the WEMWBS will improve by end of session 2025.	GMWP Profiling tracking	Nurture provision from allocated Key Workers for targeted (through EST) pupils in rationale undertaken in the Coorie
At the end of year 1 (session 2025) there has been an increase of 6% of pupils reporting low wellbeing	By the end of this improvement cycle the percentage of pupils reporting low wellbeing will be lower than the 2024 figure (16%)	Pupil Focus groups termly to gather information about pupil wellbeing and identify trends (through tracking) and areas for interventions	Nurture CLPL and inserts during WSCAs for session 2025-2026
Pupils with less than 80% attendance and those between 80 and 90% attendance have the highest % of low wellbeing (34%).		As a result of whole school nurture approaches a reduction in referrals through steps to success will be evident	
At the end of year 1 (session 2025) 89% of pupils referred completed support (25 out of 28)	By the end of session 2025-2026 the percentage of pupils referred to counselling and completing support will be greater than 89%		
		Increase in pupil attendance (over from 89% in session 2024-2025)	

From staff wellbeing survey (May 2025) themes for wellbeing have been identified and refined (May 2025 Inservice). - 48.1% of staff agree their wellbeing is considered with 35% neither agreeing nor disagreeing. - 78% of staff agree that there is someone they can talk to about their wellbeing - 81.5% of staff feel supported by their line manager.	Staff Wellbeing improved year on year during this improvement cycle from baseline submitted in May 2025.	Staff wellbeing survey (annual) Wellbeing working group feedback	Staff Wellbeing and Social Committee to focus on wellbeing activities for staff in order to continue to promote a positive working ethos and culture Wellbeing activities during session Time dedicated during May 2026 Inset to review wellbeing.
Fulfilment of statutory duties Continue to develop strategies and interventions to support all pupils attend and attain in Trinity High (linked to data in Priority 1)	**Fulfilment of statutory duties** All pupils to undertake a meaningful and adapted curriculum which considers the views and needs of the young people. Attainment for those using the inclusive support hub increases year on year. Achieve next level of RNRA by end of session 2026	**Fulfilment of statutory duties** Increased coverage of staff within the Inclusive support hub through volunteering and appointment of key worker. Pupil surveys of pupils on adapted curricula will show an increased confident and engagement with the curriculum. Renfrewshire RNRA will continue to show our nurturing approaches to learning, teaching and pupil wellbeing across the school community.	**Fulfilment of statutory duties** 0.4 Principal Teacher of Skills Academy to be appointed by August 2025. PEF Funded. 0.6 Keyworker Skills to be appointed by August 2025. Nurture provision to continue for key groups (using tracking and STINT). PEF Funded Continue to develop SCQF courses and qualifications to suit the needs of young people
Inclusion and Equality	**Inclusion and Equality**	**Inclusion and Equality**	**Inclusion and Equality** House group assemblies to highlight opportunities for pupils.

From HMIE 2024 publication "Almost all pupils in Trinity High feel included and respected. "	All pupils are given the opportunity to participate in whole school events and represent the school in the community. More enhanced transition events than previously undertaken to support transition from Primary to Secondary for pupils identified. By the end of the three-year cycle Achieve Gold in Rights respecting schools award to confirm that UNCRC is fully embedded across the school.	Inclusion and Equality surveys issued by ONE Trinity group. Attendance at enhanced transition events increases year on year. Number of departments with established links to cluster schools increases. All subjects by session 2027-2028 Gold award achieved for RRSA to demonstrate that everyone in school community is committed to a rights-based education.	Communication through social media and Satchel 1 with parents to encourage participation. Enhanced transition events facilitated by Inclusive Support for targeted pupils. Subject Departments to establish links and arrange visits to Cluster Primaries. Embed Children's rights within all aspects of the school community. Continue to promote pupils to be part of "One Trinity" equalities group. House group assemblies Awards evenings Parental information evenings

Improvement Priority 3 – We will prioritise Developing the Young Workforce approaches to ensure all young people are fully prepared for life beyond school.

NIF Priorities	NIF 7 Key Outcomes (see page 2 for full descriptors)
Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy	Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Careers Education Standards As outlined in 2024 HMIe Publication "The school should continue to work towards making progress based on the 2015 guidance on careers education and DYW priorities."	**Careers Education Standards** By session the end of session 2027/28 "I Can" statements will be articulated across all curricular areas for all year groups using the *Trinity High School Skills Framework* . All young people will be able to demonstrate and articulate the skills developed in curricular and co-curricular activities by the end of the improvement cycle.	**Careers Education Standards** An audit of the skills developed across the school will be carried out at the end of each session between now and 2027/28 which will continue the work of the baseline of four key skills established in session 2024-2025. Pupil survey / tracking of skills developed to highlight how four key skills are covered across the curriculum..	**Careers Education Standards** After a successful pilot in Social Education during session 2023/24 the "Skills Home Slide" will be utilised in lessons (identified at departmental level) in session 2024/25 DYW & Skills Working Group with DHT Lead to embed skills framework DHT representative on Local Authority Skills Working Group (BGE Focus) to develop skills based curriculum for Trinity HS Pupils will design Skills posters to be displayed by end of session 2024/25. Cluster Working identified around "skills development" Review of BGE Curriculum (linked to SIP Priority 1) to ensure smooth gradient of learning between BGE and Senior Phase.

Partnership Working	**Partnership Working**	**Partnership Working**	**Partnership Working**
From January 2024 survey of 30 partners 70% agree that the school works closely all of the time with them but only 43% are able to say that they strongly agree that they are part of the school's self-evaluation.	By the end of this cycle the resulted survey will have an increased response rate (greater than 30) with most (increase from majority) stating that partnerships are effective and majority of partners involved in school's self-evaluation process.	Database of Partners to demonstrate cross sector working and provide links to employers for work placements. Increased Participation at Careers Events Annual Partnership satisfaction survey will show increased response rate and increase in number of participants.	SDS inputs during Social Education for year groups involved in options (S2, S4 and S5) All Subjects to identify at least one industry partner and organise one input per session between now and session 2027/28 Careers Pathway Evening (Feb 2024) DYW & Skills Working Group with DHT Lead to build a database of work placement partners. Continued support from partners such as Tigers to provide courses such as Foundation Apprenticeships in Trinity.
Positive Sustained Destinations The average percentage of leavers in a positive destination over the last five years in 94.94% with the school below the VC in four of the last five years. We will ensure we are supporting all learners into positive destinations.	**Positive Sustained Destinations** In each year of the next improvement cycle young people from Trinity HS will be above the VC in terms of positive destinations. The aim is the school is to replicate the 2020/21 figure of 100% pupils into positive destinations.	**Positive Sustained Destinations** In-house tracking systems in partnership with SDS Local Authority intelligence at monthly EST meetings Insight update (each February) will show increase in positive leaver destinations.	**Positive Sustained Destinations** Relaunch of Work Placement Strategy to prepare young people for the world of work. Introduce Trinity Leadership Academy during session 2024-25 for S4 with option of Work Placement from Jan – April. DHT link with SDS and Local Authority Invest Team for monthly meetings. This will be known as the "Trinity Pathways Team" and link closely to SLFU Admin support from school office to update tracking system. Work Placements incorporated in Trinity Skills Academy (pilot for session 2024-25)

Improvement Priority 4 – We will continue to develop our community of Faith to ensure everyone is treated fairly and with respect.

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Home – School – Parish We have identified the importance of Home – School – Parish links and using Diocese of Paisley Strategic plan we will: Continue to extend our Home-School-Parish partnerships.	**Home – School – Parish** An increase in number of senior students undertaking Caritas Award. In session 2023-2024 19 pupils successfully gained this award. In Session 2024-2025 46 pupils successfully gained the Award. There are 80 pupils signed up for the award in session 2025-2026 The programme of events to mark the school's Golden Jubilee will raise the profile of the school in the local and Parish communities.	**Home – School – Parish** Number of successful Caritas Awards will indicate success in Senior Students supporting the school and Parish through events Increase in visibility and participation from THS pupils and staff across Cluster Parishes	**Home – School – Parish** Caritas students will lead assemblies to focus on their work. Charity Events Volunteering Trinity at 50 events Support of Diocesan Events Standing item on Parent Council agendas Catholic Education Week There will be a committee to organise the upcoming Golden Jubilee year coinciding with Church Jubilee Year. The legacy of committee will be the establishment of "Friends of Trinity"

			Establish a separate calendar of liturgical events incorporating school, Parish and Diocesan events
Curriculum Planning and Meeting Learners' Needs on their Faith Journeys	**Curriculum Planning and Meeting Learners' Needs on their Faith Journeys**	**Curriculum Planning and Meeting Learners' Needs on their Faith Journeys**	**Curriculum Planning and Meeting Learners' Needs on their Faith Journeys**
Trinity High School has a wide and varied catchment area.

During session 2023/24 65% of the school roll recognised their religion as Christian with 9% of the pupil roll from other major world religions. In session 2024-2025 the % of pupils who recognised their religion as Christion dropped slightly to 64%. | All young people will feel supported in an inclusive ethos which honours the life, dignity, and belief of each person in the image and likeness of God.

Members of our community from all cultures and ethnicities are represented in our school community. | Pupil satisfaction survey (currently 84% feel school treats them with respect)

Increase in multi-cultural activities across the school. Baseline established in session 2023-2024 (Chaplaincy group)

Continue with model of "Developing in Faith" as identified as good practice in Diocesan termly bulletin.

established in session 2023-2024 (Chaplaincy group)

Members of ONE Trinity group from each year group (currently S6 only) | Relaunch of focus on school prayer on tannoy

Developing in Faith Audits across the curriculum

Multi-cultural trips to places of worship and religious significance

Multi-cultural days in school organised by ONE Trinity

Promotion of One-Trinity Equality and Diversity group.

Annual report on faith life of the school incorporating all religions and Feasts / celebrations. |

Chaplaincy Across the School	Chaplaincy Across the School	Chaplaincy Across the School	Chaplaincy Across the School
Trinity High School has a long tradition of helping those in need in our local, national, and international communities. Our fund and awareness raising has not reached pre-pandemic levels. In the last few years the number of volunteers on the school Chaplaincy group has declined.	Every House will have an identified House Charity Chaplaincy and Charity Committee established with office bearers for duration on SIP	Fundraising total for session 2024/25 was £8000. We will look to increase this for session 2025-2026. Number of Charity Events will increase each session. Minutes from Chaplaincy meetings to be shared across the school.	Re-launch of Chaplaincy committee incorporating charities Pupil leadership linked to Houses and House Charities Charity events linked to school planner. YPI embedded into English S3 Curriculum.