

# **Sub-Committee on Standards for Children and Families**

**2.00pm, Tuesday, 5 December 2017**

## **Secondary School Further Inspection at Trinity Academy**

<b>Item number</b>	4.1
<b>Report number</b>	
<b>Executive/routine</b>	
<b>Wards</b>	
<b>Council Commitments</b>	

### **Executive Summary**

Her Majesty's Inspectorate of Education (HMIE) undertake an annual sample of inspections across Scotland covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter, the school, with the support of the authority, amends its improvement plan to take account of any agreed areas for improvement. Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified.

In February 2014, HM inspectors published a letter for parents and carers on Trinity Academy. This letter set out a number of areas for improvement agreed with the school and City of Edinburgh Council. Inspectors subsequently returned to the school to look at how it had improved its work and published another letter in December 2015. They visited the school again in December 2016 to see how the school had continued to improve further.

The letter (Appendix 1) advises the Sub-committee on the outcomes of further inspection of Trinity Academy.

# Report

## Secondary School Inspection at Trinity Academy

### 1. Recommendations

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- 1.1 The Sub-Committee is requested to:
  - 1.1.1 The school has made good progress since the original inspection.
  - 1.1.2 Inspectors are confident the school has the capacity to improve and so will make no more visits in connection with the original 2014 inspection.

### 2. Background

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- 2.1 Following the initial Education Scotland inspection visit to Trinity Academy in February 2014, a follow through visit was agreed. This report details the findings of inspectors and the progress noted by the authority to date.

### 3. Main report

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- 3.1 In December 2016, a team of inspectors from Education Scotland made a further inspection visit to Trinity Academy. During this visit, inspectors talked to parents/carers and young people and worked closely with the headteacher and staff. They gathered evidence to enable them to evaluate the quality of leadership, learning and teaching and young people's achievements and wellbeing.

Since the inspection report was published, the school has made the following improvements:

- 3.1.1 Appointing a third DHT with a specific remit to support raising attainment has provided stability across the Senior Leadership Team
  - 3.1.2 Tracking and monitoring across broad general education and senior phase has helped leaders and teachers to track progress and plan next steps
  - 3.1.3 The calendar of quality assurance now includes faculty reviews, including focused classroom observations. This enables Senior Leaders to offer appropriate targeted support and challenge
  - 3.1.4 There now exists a greater focus on pedagogy with a more collegiate approach to school improvement overall

## **4. Measures of success**

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- 4.1 The school's strong focus on raising the attainment of all young people.
  - 4.1.1 The examination results in 2015/16 showed important improvements in some key measures.
  - 4.1.2 Improved communication with parents
  - 4.1.3 The school has taken forward a number of approaches to better engage young people, parents and staff and seek their views.
  - 4.1.4 Across the school, work has been taken forward to improve learning and teaching.
  - 4.1.5 Staff have continued to develop the curriculum across S1 to S6 in line with national design principles.
  - 4.1.6 Staff have worked well with partners to provide courses and programmes to meet the needs of the young people of Trinity Academy.

## **5. Financial impact**

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- 5.1 There are no financial implications contained in the ES letter.

## **6. Risk, policy, compliance and governance impact**

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- 6.1 None.

## **7. Equalities impact**

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- 7.1 There are considered to be no infringements of the rights of the child.
- 7.2 Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

## **8. Sustainability impact**

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- 8.1 None.

## **9. Consultation and engagement**

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- 9.1 Parents, pupils and staff completed an ES questionnaire prior to the inspection.

## **10. Background reading/external references**

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- 10.1 <https://education.gov.scot/what-we-do/inspection-and-review>  
<https://education.gov.scot/improvement/frwk2hgios>

### **Alistair Gaw**

Executive Director for Communities and Families

Contact: Lorna Sweeney, Senior Manager Quality, Improvement & Curriculum

E-mail: lorna.sweeney@edinburgh.gov.uk | Tel: 0131 469 3138

## **11. Appendices**

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1. Outcomes of further inspection