

**Trinity High School  
Rutherglen  
South Lanarkshire Council  
20 June 2006**

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## 1. Background

Trinity High School was inspected in March 2006 as part of a national sample of secondary education. The inspection covered key aspects of the school's work at all stages. It evaluated the quality of the curriculum, analysed pupils' performance in examinations (see Appendix 3) and assessed the quality of pupils' broader achievement. It also evaluated the quality of learning and teaching and pupil support, the environment for learning, the school's processes for self-evaluation, and its overall effectiveness and capacity for improvement. There was a particular focus on the work of the English, mathematics, art and design and geography departments.

HM Inspectors observed learning and teaching and examined pupils' work. They analysed responses to questionnaires issued to a sample of parents<sup>1</sup> and pupils and to all staff. They interviewed groups of pupils, including the pupil council, and staff. Members of the inspection team also met the chairperson of the School Board, representatives of the parent-teacher association and a group of parents.

Trinity High School is a denominational school serving an area in South Lanarkshire which includes Rutherglen, Cambuslang, Cairns, 'The Circuit', Halfway, Drumsagard, Fernhill, Spittal and Burnside. The school also takes pupils from the Carmyle and King's Park areas of Glasgow. The school was part of a Learning Community which involved it working co-operatively with its associated primary schools, early years' establishments and with other partner services such as youth learning. At the time of the inspection, the roll was 948. The percentage of pupils entitled to free school meals was above the national average. Pupils' attendance was below the national average.

## 2. Key strengths

HM Inspectors identified the following key strengths.

- The headteacher's clear vision for the school and her effectiveness in gaining staff co-operation in addressing priorities for improvement.
- Staff's care and concern for pupils and the school's welcoming atmosphere.
- Pupils' positive attitude towards learning, their relationships with staff and their high standards of behaviour.
- The quality of provision for pupils with additional support needs.
- Pupils' progress in developing life skills through the extensive extra-curricular programme.
- Strong partnership and links with parents, the wider community and the Church.

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<sup>1</sup> Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

### **3. What are the views of parents, pupils and staff?**

Parents were positive about almost all aspects of the school. They felt their children enjoyed school and were stimulated and challenged by the work. They found the school friendly and staff responsive to their queries. Pupils also found the school welcoming and teachers helpful when they had any difficulty. Staff were very positive about many aspects of the school. They felt it was very well led and that senior managers operated well as a team. They considered there had been significant improvement in the running of the school in the last three years and felt particularly pleased with improvements in communications with parents and approaches to celebrating pupils' success. Pupils and staff felt that the behaviour of pupils was good overall but that a small minority of pupils needed to behave better. Parents, pupils and staff were unhappy with the standard of the school's accommodation but positive about the proposed new building for the school.

Further details about what most pleased parents, staff and pupils, and what they would most like to see improved, can be found in Appendix 2 of this report.

### **4. How good are learning, teaching and achievement?**

#### **The curriculum, learning and teaching**

The overall quality of the curriculum was very good. At S1/S2, the curriculum was broad and balanced and provided an appropriate range of appropriately timetabled subjects. The school and its associated primaries had developed a very good 'Building Bridges' programme for P6 to S2 which helped build well on pupils' learning in primary school. At S3/S4, most pupils studied a balanced programme of eight Standard Grade courses or their equivalent. The school had some very good approaches to ensure that the needs of all pupils were well met at these stages. A significant number of subjects had introduced courses at Access and Intermediate levels. Skills for Work courses being piloted in the school were very well designed and effectively supported by external providers including further education colleges. Pupils taking a *Skillforce* option undertook an appropriate range of off-site activities including Duke of Edinburgh award programme, first aid course and sports coaching. The school had made sound arrangements for these pupils to have a range of their achievements certificated including the core skills of literacy and numeracy. S5/S6 pupils could choose from a very wide range of courses at appropriate levels which ensured good progression from S4. The school had well-developed arrangements with neighbouring schools and local colleges to provide additional courses for senior pupils. At all stages, a well-planned range of enterprise activities helped to prepare pupils for the world of work. There was very good provision of religious and moral education throughout the school.

Overall the quality of learning and teaching was good. Teachers were well prepared and gave clear explanations and regular appropriate homework. Almost all pupils were motivated to learn. Across the school, they had some challenging opportunities to think for themselves and develop skills in planning and using information and communications technology (ICT) to research and present their work. At times there was very effective practice, with skilled use of a wide range of approaches including probing questioning, group work and self assessment to promote independent learning. In such lessons, teachers used assessment systematically to adapt tasks to pupils' individual needs and build on prior learning from primary school. They gave pupils regular and constructive feedback and well-

earned praise. As a result, pupils were clear about what to improve and were keen to do so. However, the use of these effective approaches varied too much across the school. In particular, in a few subjects, teachers made insufficient use of assessment to build appropriately on pupils' prior attainment, particularly at S5/S6. The school had made a very good start to sharing good practice in learning and teaching through a range of well chosen initiatives and was moving steadily towards more consistent practice.

## **Achievement**

In S1/S2, the overall quality of attainment was good. From 2003 to 2005, the proportion of pupils attaining appropriate national levels of attainment in reading, writing and mathematics had increased. Most S2 pupils now attained these levels in reading and a majority did so in writing and in mathematics. Almost a quarter of S2 pupils attained above appropriate national levels in reading and about a fifth did so in writing. Pupils performed well on set tasks in most classes but in a minority of subjects the quality of pupils' work was too variable.

The following comments are based on Scottish Qualifications Authority (SQA) data, using the Scottish Credit and Qualifications Framework (SCQF)<sup>2</sup> for the three year period (2003-2005) and also draw on the overall evaluations of the quality of learning, teaching and meeting pupils' needs.

The overall quality of attainment at S3/S4 was good. The proportions of S4 pupils who attained five or more awards at SCQF levels 3, 4 and 5 or better were in line with national averages. There had been an improving trend at all levels over the last three years, particularly at SCQF level 5. At this level, the proportion of pupils attaining five or more awards was above the national average in 2005. At SCQF levels 4 and 5 or better, the school performed better than similar schools.

At S5/S6, the overall quality of attainment was weak. By the end of S6, the proportions of pupils attaining one, three and five or more awards at SCQF level 6 or better and one or more award at SCQF level 7 were below national averages. Overall, the school performed less well at SCQF levels 6 and 7 than similar schools.

The presentation of some S5 and S6 pupils at SCQF level 6 who did not have a sufficiently high prior level of performance had in the past contributed significantly to the weak performance in some subjects at these stages. The school had recognised this problem and was taking steps to address the issue. These included giving pupils entering S5 better advice on the curriculum choices most likely to lead to success and advising pupils finding Higher work too difficult to take alternative and more appropriate courses.

Information on the subjects inspected is given later in the report. Significant features of attainment in the subjects not inspected were as follows.

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<sup>2</sup> Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 cluster; Standard Grade at 5-6

- At S4, in biology, chemistry and physics, pupils performed notably better than in their other subjects and the proportions attaining Credit awards were well above national averages.
- In administration, modern studies and technological studies the proportions of S4 pupils entered at Standard Grade were well above national averages and the level of success at Credit was in line with or above national averages.
- The proportion of S4 pupils attaining Credit awards was well above the national average in craft and design, but well below the national average in French, although there had been significant improvement in 2005.
- At S5/S6, in administration at Higher and in information systems at Intermediate 2, pupils performed notably better than in their other subjects and the proportions attaining A-C grades were well above national averages.
- The proportions of S5/S6 pupils attaining A-C grades were also well above national averages in physics at Higher and Advanced Higher and in music at Intermediate 2 and Higher. At S5/S6 in modern studies at Higher there had been a recent increase in the number of No Awards and this problem was being addressed by the department.

Pupils' achievement was enhanced significantly through a very wide range of activities and experiences which helped develop the skills needed for active participation as citizens. Over 100 pupils took part in a variety of music activities, including the junior choir, senior vocal ensemble, guitar group and salsa percussion band. Many pupils performed at school awards events and this had helped strengthen their confidence and self esteem. Over 200 pupils participated, sometimes with significant success, in a wide range of team and individual sports at local, regional and national level. There were particularly high levels of participation in football, badminton, and trampolining and the pupils concerned had developed skills in working with others. Around 20 senior pupils were working for the Community Sports Leader Award which required them to exercise leadership skills in working with younger pupils. Large numbers of pupils demonstrated responsible attitudes and skills for life and citizenship through raising funds for charities, taking part in retreats, and engaging in aspects of community service. Pupils had organised various fundraising events, including sponsored swims and cross country runs. Fair Trade activities helped raise money for charity and heightened pupils' awareness of environmental issues. Fifteen pupils worked with a professional theatre company to help disabled adults.

## **English**

### **Learning and teaching**

Overall, teachers made very effective use of well pitched explanations and questioning, appropriate homework and a varied range of approaches. Pupils learned strategies for independently planning and evaluating their own work in order to improve it. At all stages, pupils worked on stimulating and challenging texts and tasks. For example, they used ICT and worked with others to present their research on chosen issues. Excellent learning support and very effective input from the P6-S2 co-ordinator, helped pupils make progress and build on prior learning.

### **Achievement**

At all stages, levels of attainment had risen. By the end of S2, most pupils had attained appropriate national levels or above in reading and a significant majority did so in listening, talking and writing. At Standard Grade, the proportion of S4 pupils attaining Credit awards was consistently above national averages. At S5 and S5/S6, the proportion of pupils attaining A-C grades at Higher and Intermediate was consistently above or well above national averages. At Standard Grade and Intermediate 2, pupils performed better in English than in their other subjects.

Other features of pupils' achievement included the following.

- Four pupils in S1/S2 had reached the finals of a South Lanarkshire public speaking competition with their anti-racism presentation.
- Around forty pupils in S1/S2 enhanced their learning through being active members of the library reading club and the home-reading initiative run by learning support staff.

## **Mathematics**

### **Learning and teaching**

Teachers gave clear explanations and had appropriate arrangements for homework. They had good relationships with pupils and gave appropriate support to those having difficulties in their learning. Pupils worked purposefully in lessons. However, the range of teaching approaches in some classes was narrow, led to a slow pace of learning and did not develop pupils' skills in independent thinking. Overall, skills in learning through ICT and problem solving were under-developed. There were important weaknesses in meeting pupils' needs, particularly at S5/S6. In recognition of this, teachers were now matching pupils' choice of course in S5/S6 better to their prior attainment. Teachers provided S5/S6 pupils with additional supported study and, from S1 to S4, pupils benefited from a good level of co-operation between mathematics and learning support staff.

## **Achievement**

At S1/S2, attainment levels had risen with a majority of S2 pupils now reaching the appropriate national level of attainment. At Standard Grade, the proportions of S4 pupils attaining Credit and General awards were below national averages but had improved in 2005. At Higher, the proportion of S5 and S5/S6 pupils attaining an A-C grade was well below the national average. Pupils tended to perform less well than in their other subjects. At Intermediate 2, the proportion gaining an A-C award was below the national average. The proportion of S5/S6 pupils not gaining an award was well above the national average at Higher and above the national average at Intermediate 2.

Other features of pupils' achievement included the following.

- Pupils participated in national mathematics competitions with some success.

## **Art and design**

### **Learning and teaching**

Most lessons were prepared thoroughly. Teachers gave clear explanations and used questioning effectively to check pupils' understanding. Pupils were attentive and generally responded positively to their teachers' instructions and advice. In S5/S6, pupils made good use of media to express personal ideas and were encouraged to learn independently. Resources were well designed to enable pupils to make good progress towards learning targets. The pace of lessons in S3-S4 was appropriate. In S1/S2, however, the range of teaching approaches and materials used was narrow. At these stages, pupils were given too few opportunities to take responsibility for independent learning and to work imaginatively. The majority of teachers used homework well but it was not set consistently. The department did not make sufficient use of ICT with pupils.

## **Achievement**

At S1/S2 the majority of pupils achieved appropriate standards in course work. At Standard Grade, the proportion of pupils in S4 attaining a Credit award had improved and in 2005 was in line with the national average. At S5/S6, the proportion of pupils who gained an A-C grade at Higher had been consistently well above the national average and pupils performed better than in their other subjects. Most of the small number of pupils presented at Intermediate 2 and Advanced Higher attained A-C grades.

Other features of pupils' achievement included the following.

- Pupils knowledge of the subject was enhanced through attending after school and lunchtime clubs and a fashion club.
- Pupils had success in poster competitions and participated in the South Lanarkshire Fashion Show.



## **Geography**

### **Learning and teaching**

At all stages, teachers used an appropriate variety of approaches including effective use of ICT. They gave clear explanations and instructions, made good use of questioning to engage and challenge pupils and gave regular homework. Pupils were well behaved and attentive throughout lessons but had too few opportunities to learn independently. Sometimes, the pace of learning was too slow. Teachers matched work to pupils' needs and provided them with good feedback and support. Staff made effective use of a range of fieldwork activities at all stages to develop pupils' enquiry skills. They had taken some account of pupils' prior learning but were aware of the need to gather more information from primary schools.

### **Achievement**

At S1/S2, most pupils were developing good knowledge and understanding of aspects of human and physical geography. They had developed appropriate geographical skills, including map reading and interpretation. Most pupils had good recall of previous learning. The proportion of S4 pupils presented for Standard Grade was well below the national average. The proportion attaining Credit awards was below the national average. The proportion gaining General was in line with the national average. At S5/S6, there were no candidates entered for Higher geography in 2005. In previous years, almost all of the small number of candidates gained A-C grades. Most of the small number presented for travel and tourism at Intermediate 1 and 2 had attained A-C grades.

Other features of pupils' achievement included the following.

- Pupils at S1/S2 had produced good quality investigations on natural disasters.
- Pupils at various stages had produced very well presented reports of their fieldwork.

## **5. How well are pupils supported?**

The school had very effective arrangements to ensure pupils' care and welfare. Staff dealt very well with any issues connected with child protection, drugs misuse, bullying or racism. Pupils felt safe and secure in the school. They were aware of whom to approach if they had a concern. All support staff, including staff from the Integrated Children's Services team, collaborated sensitively and effectively in addressing pupils' social, emotional and physical needs, including the needs of vulnerable pupils. Staff inspired trust in the parents and pupils involved. The school was effectively promoting a healthy lifestyle through the choices available in the dining room, and regular health promotion events and initiatives. It had already achieved a bronze Health Promoting Schools Award and was working towards silver.

The school made very good provision for pupils' personal and social development. The programme in personal and social education (PSE) was very effectively delivered. It had recently been revised and the police and the fire service now helped deliver lessons. Pupils responded well in PSE classes and were developing a good awareness of key aspects of health, citizenship and the world of work. A significant number of trained senior pupils made valued contributions to the school community by acting as buddies to support younger

pupils. The pupil council provided opportunities for pupils to express their views and improve the school. Consistent expectations of behaviour were applied across the school. The behaviour support department used a number of innovative strategies to increase pupils' self awareness and their ability to cope with difficulties when they arose.

Pupils received very good curricular and vocational guidance. Arrangements to support pupils' vocational choices at key stages were very effective. A careers adviser from Careers Scotland made an important contribution. The careers library was a well-organised, useful resource. A progressive and structured programme of careers education was included in the PSE provision. Pupils in S4 benefited from a worthwhile work experience programme. Pupils who needed extra support participated in an Activate Club where a trained adviser helped them develop their employability skills. These pupils were given appropriate responsibility for organising and running a series of enterprise, community and social activities.

Support for pupils' learning was co-ordinated very effectively by a principal teacher who made an excellent contribution to the school's efforts to review and strengthen learning and teaching approaches. Staff worked closely as a team, fulfilling a broad range of roles in assisting pupils who had significant additional support needs, including effective links with primary schools. These pupils were making very good progress towards the targets identified in their programmes of work. In partnership with the P6-S2 co-ordinator, learning support staff were working alongside teachers to pilot approaches which successfully encouraged active learning and early intervention. The principal teacher of support for learning provided departments with accurate profiles of pupils' attainment, helpful evaluations of their support needs and constructive support strategies. Commendably, all staff could view regularly updated targets for individual pupils on the staff area of the school computer network. Pupil volunteers from S6 supported younger classmates in the paired learning scheme. Pupils with a Record of Needs or specific learning difficulties followed programmes which were very well planned and targeted. Individualised educational programmes (IEPs) were used effectively to help pupils make very good progress in their learning. Review meetings were regularly conducted and targets updated. The department had led staff development for subject staff in the setting of short and long term targets.

The school had been very successful in bringing together the work of staff involved in providing support for pupils and in collaborating very effectively with the Integrated Children's Services team. The arrangements for liaison and co-ordination provided pupils with a coherent and comprehensive range of services.

## 6. How good is the environment for learning?

Aspect	Comment
Quality of accommodation and facilities	<p>Accommodation had a range of important weaknesses including a lack of social areas, insufficient space for year group assemblies, poor ventilation, and a cramped layout. Many parts of the fabric of the building were in need of repair and the school security system required some enhancement. The building was, however, kept tidy and clean. Pupils had good access to modern sporting facilities in the adjacent Sports Centre. The library was well used and contributed strongly to planning and resourcing careers education and promoting reading for enjoyment. The authority was aware of the significant deficiencies in the building and was planning to replace it with a new purpose built school within the Council modernisation programme.</p>
Climate and relationships, expectations and promoting achievement and equality	<p>Pupils and staff had very positive relationships and were proud of their school. Morale was high, parents and other visitors felt welcome in the school and pupils were very well behaved and responsible overall. Senior promoted staff played a visible and supportive part in promoting the school's strong sense of community. Staff gave their time generously to running well attended retreats, study support and extra curricular activities for pupils. The school had effective arrangements for involving pupils in relevant decisions. Regular mass and lunch-time prayers contributed to pupils' spiritual development. Staff had appropriately high expectations for pupils' attendance and behaviour. Awards ceremonies, school certificates and displays and slogans around the school actively promoted pupils' wider achievement. Special information evenings for parents and sessions for pupils with successful role models encouraged parents and pupils to have high aspirations. Teachers had introduced procedures to track pupils' progress at all stages. This had enabled them to take some appropriate action to tackle underachievement but the school was aware of the need to develop the system further to make it more consistent and effective. The school had well-understood policies and procedures to promote equality and fairness and combat prejudice. Productive international links with schools abroad encouraged an understanding of other cultures and languages. Work with pupils in a local special school and with disabled young people and adults helped pupils develop appropriate values and attitudes against discrimination, including racism. Within class, teachers across subjects ensured that pupils developed an understanding of equality and fairness issues. Overall, the school had established a very good environment for equality and fairness where pupils and staff felt safe and valued.</p>

Aspect	Comment
Partnership with parents and the community	Parents were kept very well informed through information evenings, newsletters, and the school's evaluative standards and quality report. A <i>Voice Connect</i> system enabled prompt communication with parents about their children's attendance and helped remind parents about school events. Parents gave the school very good support at concerts and shows. The parents' association was active in raising money for the school. Parents had been appropriately consulted about issues such as the new school uniform, homework and bullying. The School Board was supportive and had been fully consulted about recent initiatives. It was becoming suitably involved in planning for the new school building. The school had a wide range of productive links with local individuals and organisations. There were particularly strong links with other schools in the learning community and with the local Catholic community. The school chaplain, who visited the school regularly, was a valued member of the school community and helped the school maintain its strong Catholic ethos.

## 7. Improving the school

Trinity High School had major strengths and had shown clear signs of continuous improvement in recent years. It provided a welcoming atmosphere for pupils and parents and standards of behaviour were high. The curriculum was of high quality and the school had made good arrangements for some pupils to follow courses with direct vocational relevance. Pupils with additional support needs were very well supported. Pupils' citizenship and life skills were enhanced through a rich experience of activities outwith the formal timetabled day. The quality of lessons was high in several subjects but in some departments teachers needed to improve the quality of learning and teaching. Pupils made good progress in most subject departments from S1 to S4 and at these stages levels of attainment had risen in recent years. There was a continuing need to raise levels of attainment further at S5/S6.

The headteacher, who had been in post for three years, gave the school an outstanding lead and was held in very high regard by pupils, parents and staff. Her identification of the school's needs had been accurate and led to a clear vision for the future development of the school. She had communicated her aspirations for the school very well to stakeholders and generated confidence through her open and consultative approach to managing change. She was very effective at putting strategic thinking into practice through motivating staff and gaining their active co-operation. In doing this she was very well supported by the other members of the senior management team who worked very well together. The four deputy headteachers were individually very effective in specific areas such as curriculum planning, collaborating with associated primary schools, improvement planning, and co-ordinating the school's support for pupils provision. They each maintained very close and productive links with a group of subject departments. Together with the headteacher, they collectively provided the school with strong corporate leadership. Many other staff at principal teacher level also contributed very well and had a record of effective performance and continuous

improvement in their areas of responsibility. Most teachers voluntarily participated in school working groups aimed at school improvement. The school had an appropriately wide range of approaches to self-evaluation and informed parents accurately about its performance in its annual standards and quality report. The approaches used included systematic analysis of examination performance, the regular use of quality indicators, and consultations with pupils, parents and staff on a range of issues. Senior management and departmental staff also brought about improvements in learning by evaluating the quality of learning and teaching in lessons and feeding back to staff. Across the school, however, there was still too much variation in the effectiveness and impact of self-evaluation and a more consistent focus on improving learning and teaching was needed in a minority of subject departments.

### **Main points for action**

The school and the education authority should take action to improve the quality of pupils' educational experience and their levels of attainment, particularly at S5/S6. In particular they should:

- improve the quality of the school's accommodation to remedy the deficiencies highlighted in this report;
- meet better pupils' learning needs by using assessment information to build on prior levels of pupils' attainment and by strengthening the school's systems for tracking pupils' progress and target setting; and
- continue to strengthen approaches to self-evaluation across the school to ensure more consistency across subjects in the meeting of pupils' needs and the quality of learning and teaching.

### **What happens next?**

The school and the education authority have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents and carers. Within two years of the publication of this report parents and carers will be informed about the progress made by the school.

Grant Mathison  
HM Inspector

20 June 2006

## Appendix 1 Indicators of quality

The sections in the table below follow the order of this report. You can find the main comments made about each of the quality indicators in those sections. However, aspects of some quality indicators are relevant to other sections of the report and may also be mentioned in those other sections.

<b>How good are learning, teaching and achievement?</b>	
Structure of the curriculum	Very good
The teaching process	Good
Pupils' learning experiences	Good
Meeting pupils' needs	Adequate
Overall quality of attainment: S1/S2	Good
Overall quality of attainment: S3/S4	Good
Overall quality of attainment: S5/S6	Weak

<b>How well are pupils supported?</b>	
Pastoral care	Very good
Personal and social development	Very good
Curricular and vocational guidance	Very good
Learning support	Excellent

<b>How good is the environment for learning?</b>	
Accommodation and facilities	Weak
Climate and relationships	Very good
Expectations and promoting achievement	Good
Equality and fairness	Very good
Partnership with parents, the School Board and the community	Excellent

<b>Improving the school</b>	
Leadership	Very good
Effectiveness and deployment of staff with additional responsibilities	Very good
Self-evaluation	Good

This report uses the following word scale to make clear the judgements made by inspectors:

excellent	excellent
very good	major strengths
good	important strengths with areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

## Appendix 2 Summary of questionnaire responses

What parents thought the school did well	What parents think the school could do better
<p>Almost all felt that:</p> <ul style="list-style-type: none"> <li>• their children enjoyed school and found work stimulating and challenging;</li> <li>• teachers set high standards and kept them well informed through reports and helpful parents evenings;</li> <li>• staff treated children fairly and made parents welcome;</li> <li>• staff showed concern for pupils' care and welfare and were responsive to parents' concerns; and</li> <li>• the school was well led.</li> </ul>	<p>Around half expressed concern about the condition of the school buildings.</p>
What pupils thought the school did well	What pupils think the school could do better
<p>Almost all felt that:</p> <ul style="list-style-type: none"> <li>• they enjoyed school and felt it helped them keep themselves safe and healthy;</li> <li>• teachers expected them to work to the best of their ability and helped them when they had difficulties;</li> <li>• teachers let them know when they had done something well; and</li> <li>• they got on well with other pupils.</li> </ul>	<p>Around a third wanted:</p> <ul style="list-style-type: none"> <li>• improvements to pupils' behaviour and to arrangements for treating pupils fairly.</li> </ul>
What staff thought the school did well	What staff think the school could do better
<p>Almost all felt that:</p> <ul style="list-style-type: none"> <li>• they liked working in the school;</li> <li>• teachers set high standards, communicated well with parents and maintained good relations with the local community;</li> <li>• staff showed concern for the care and welfare of pupils and celebrated their success regularly; and</li> <li>• senior managers operated effectively as a team and the school was well led.</li> </ul>	<p>Around a third of staff felt that:</p> <ul style="list-style-type: none"> <li>• indiscipline could be dealt with more effectively; and</li> <li>• standards set for pupils' behaviour could be upheld more consistently.</li> </ul>

### Appendix 3 Attainment in Scottish Qualifications Authority (SQA) National Qualifications

#### Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 Cluster; Standard Grade at 5-6

#### Percentage of relevant S4 roll attaining by end of S4

		2003	2004	2005
<i>English and Mathematics</i> <i>@ Level 3</i>	Trinity High School	89	89	88
	Comparator Schools <sup>3</sup>	93	91	90
	National	91	91	90
<i>5+ @ Level 3 or Better</i>	Trinity High School	87	92	90
	Comparator Schools	92	91	89
	National	91	91	90
<i>5+ @ Level 4 or Better</i>	Trinity High School	73	77	79
	Comparator Schools	75	73	72
	National	76	77	76
<i>5+ @ Level 5 or Better</i>	Trinity High School	28	33	40
	Comparator Schools	29	31	28
	National	34	35	34

#### Percentage of relevant S4 roll attaining by end of S5

		2003	2004	2005
<i>5+ @ Level 4 or better</i>	Trinity High School	76	75	77
	Comparator schools <sup>3</sup>	76	77	75
	National	78	78	78
<i>5+ @ Level 5 or better</i>	Trinity High School	42	43	48
	Comparator schools	39	40	42
	National	45	45	45
<i>1+ @ Level 6 or better</i>	Trinity High School	33	34	34
	Comparator schools	35	33	36
	National	39	39	39
<i>3+ @ Level 6 or better</i>	Trinity High School	17	17	15
	Comparator schools	17	18	18
	National	23	23	23
<i>5+ @ Level 6 or better</i>	Trinity High School	8	6	3
	Comparator schools	6	7	6
	National	10	9	10



**Percentage of relevant S4 roll attaining by end of S6**

		<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>5+ @ Level 5 or better</b>	<b>Trinity High School</b>	39	43	44
	<b>Comparator schools<sup>3</sup></b>	43	43	42
	<b>National</b>	47	47	47
<b>1+ @ Level 6 or better</b>	<b>Trinity High School</b>	38	35	39
	<b>Comparator schools</b>	41	39	38
	<b>National</b>	44	44	43
<b>3+ @ Level 6 or better</b>	<b>Trinity High School</b>	20	23	23
	<b>Comparator schools</b>	27	24	25
	<b>National</b>	31	31	30
<b>5+ @ Level 6 or better</b>	<b>Trinity High School</b>	14	11	14
	<b>Comparator schools</b>	16	14	16
	<b>National</b>	20	20	19
<b>1+ @ Level 7 or better</b>	<b>Trinity High School</b>	5	6	4
	<b>Comparator schools</b>	6	8	7
	<b>National</b>	12	12	12

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<sup>3</sup> Comparator schools are the ten schools immediately above and the ten schools immediately below the school being inspected in terms of the percentage of pupils entitled to free meals (FME).

## **How can you contact us?**

### **If you would like an additional copy of this report**

Copies of this report have been sent to the headteacher and school staff, the Executive Director (Education Resources), local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, 1st Floor, Endeavour House, 1 Greenmarket, Dundee DD1 4QB or by telephoning 01382 576700. Copies are also available on our website at [www.hmie.gov.uk](http://www.hmie.gov.uk).

### **If you wish to comment about secondary inspections**

Should you wish to comment on any aspect of secondary inspections, you should write in the first instance to Frank Crawford, HMCI, at HM Inspectorate of Education, Europa Building, 450 Argyle Street, Glasgow G2 8LG.

### **Our complaints procedure**

If you have a concern about this report, you should write in the first instance to Hazel Dewart, Business Management Unit, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA. A copy of our complaints procedure is available from this office or by telephoning 01506 600258 or from our website at [www.hmie.gov.uk](http://www.hmie.gov.uk).

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman. The Scottish Public Services Ombudsman is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to The Scottish Public Services Ombudsman, 4-6 Melville Street, Edinburgh EH3 7NS. You can also telephone 0870 011 5378 or e-mail [enquiries@scottishombudsman.org.uk](mailto:enquiries@scottishombudsman.org.uk). More information about the Ombudsman's office can be obtained from the website: [www.scottishombudsman.org.uk](http://www.scottishombudsman.org.uk).

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