

Summarised inspection findings

Trinity Primary School

Scottish Borders Council

15 September 2026

Key contextual information

Trinity Primary School is a non-denominational primary school situated in Hawick. It is one of six primary schools in the Teviot cluster and serves the southeast area of Hawick. The headteacher was appointed in August 2022. She is supported by an acting deputy headteacher.

The school roll is 214 children arranged across nine classes. Around 40% of children reside in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. The school reports that 46% of children require additional support with their learning and 20% of children have English as an additional language.

Trinity Early Learning and Childcare was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

2.3 Learning, teaching and assessment	good
This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are: ■ learning and engagement ■ quality of teaching ■ effective use of assessment ■ planning, tracking and monitoring	

- Across the school, children and staff have positive and supportive relationships which reflect well the school values. Children understand and demonstrate effectively the school values of kindness, inspire, effort and teamwork. As a result, children are friendly and polite. Staff and children created class charters which are underpinned by children's rights. These charters are helping children to understand their role in creating a positive learning environment. Staff have strategies they use effectively to support any dysregulated behaviour. They provide supportive quiet environments and are sensitive to children's emotional support needs. Children across the school behave very well. Classrooms are calm and settled.
- Senior leaders and staff have agreed the features of high-quality learning and teaching to be included in lessons. In almost all lessons, teachers' instructions and explanations are clear. The pace of learning is appropriate which is helping children to be motivated and engage well in their learning. Children learn and complete tasks well as individuals, in groups and in pairs. In almost all classes, children interact positively with each other. Support teachers and pupil support assistants work well in collaboration with teachers. They plan and implement interventions well, providing effective support to groups and individuals who require support with their learning.
- In almost all lessons teachers share the purpose of learning effectively. In a few lessons, children are involved in co-creating what success will look like. Children across the school are

now ready to be more fully involved in setting targets for their learning and identifying measures of success with their teacher across the curriculum.

- A majority of teachers differentiate tasks to ensure children are challenged and supported in their learning. The headteacher is aware that a few children require greater challenge in their learning. Senior leaders should continue to work with staff to ensure they plan learning that deepens and extends learning for those who are capable of achieving more.
- In most lessons, teachers use questioning well to check for understanding. In a minority of lessons, teachers use questioning well to deepen children's thinking skills, and to encourage children to justify and explain their ideas. Teachers should build on this positive practice to improve their approaches to developing higher order thinking skills to extend children's learning. Teachers provide helpful written feedback regularly on children's writing. This is helping children to understand their strengths and next steps. Feedback in other curricular areas does not always focus on what children need to do to improve. As planned, teachers should continue to improve the consistency and effectiveness of feedback across the school in all areas of the curriculum. This should support children to make the best progress in their learning.
- Teachers are at the early stages of developing approaches to play-based learning. They have improved the use of the learning environment to promote children's creativity, curiosity and independence. Staff now need to further develop an appropriate balance of adult-initiated, child-led and direct teaching activities throughout the day. They need to help children be clear about what they are learning and the skills they develop as they play. This should help children make better use of learned skills in their child-initiated activities. As planned, senior leaders and teachers should now engage further with national practice guidance and professional learning to inform their practice. As teachers develop play approaches further, they should use observations more closely to inform planning.
- Staff use digital technology very well to support learning and teaching. They use interactive whiteboards well to enhance learning through games and for the presentation of information. Children from P4 to P7 have their own digital device in school which they use confidently. They regularly use digital technology creatively and purposefully to enrich their learning experiences. Children demonstrate increasing confidence in coding, creating podcasts and in using technology to access and record their learning. They use an online platform very well to share progress and examples of work with their families.
- Teachers make use of a range of formative and summative assessment in literacy and numeracy. A few teachers ensure that assessment is integral to the planning of learning and teaching. Senior leaders and teachers recognise the need to develop a more consistent, whole-school approach to assessing children's progress. As part of this, senior leaders should work with teachers to review the range of assessments and the frequency of their use. This will support teachers to plan assessments that are purposeful and manageable and help to improve outcomes for children.
- Teachers at first and second levels engage with 'comparative judgements' in writing, across the local authority. This supports a shared understanding of children's progress and achievement through the standards required to achieve a Curriculum for Excellence (CfE) level. Teachers are now well placed to reengage in moderation activity beyond the school to further

strengthen their understanding of national standards. This will help improve further teachers' confidence and accuracy when making judgements against national standards.

- Teachers plan over a variety of timescales. They are in the first year of using local authority progression pathways for literacy and numeracy. In the majority of classes, short-term planning reflects the needs of most children. This is not yet consistent across all classes and curriculum areas. Teachers use a rolling three-year programme to link learning across curricular areas and contexts. This is helping to ensure children's learning experiences are progressive and offer appropriate levels of challenge.
- Senior leaders and teachers meet four times a year to discuss children's progress in literacy and numeracy. Senior leaders use the information from these meetings to add to a whole school tracker. This allows them to identify the progress of groups and cohorts of children and set targets. Senior leaders should continue to work closely with teachers to monitor how well tracking information is helping to raise attainment for all children. As part of this, senior leaders and teachers should consider a broader range of evidence about children's progress to support conversations about children's next steps.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- Across the school, almost all children achieve expected national standards in listening and talking. Most children in P1 achieve nationally expected levels in reading, writing and numeracy. In P4 and P7 a majority of children achieve nationally expected levels in reading and writing. Most children in P4 and a majority of children in P7 achieve nationally expected levels in numeracy. A few children are working above expected levels in reading, writing and numeracy. Most children who require additional support with their learning make good progress against their individual targets.

Attainment in literacy and numeracy

- Overall, most children make good progress in listening and talking and the majority make good progress in reading and writing.

Attainment in literacy and English

Listening and talking

- Across the school, almost all children are articulate when talking to adults and each other. Almost all children listen well to instructions and explanations from their teachers. At early level, almost all children enjoy and participate actively in songs and stories. Children are not yet confident in identifying/creating rhyme. At first level, almost all children have a good understanding of the importance of positive body language, expression and eye contact when giving a presentation. At second level, almost all children build appropriately on the contribution of peers and show respect for the point of view of others. Almost all children plan, deliver and assess an organised talk with relevant content and appropriate structure. Children are now ready to develop their listening and talking skills further to include debating skills.

Reading

- Across the school, regular visits to the local library supports children to access a wide variety of texts and promotes a culture of reading for pleasure. At early level, most children read common words and sound out simple, unfamiliar words correctly. At first level, the majority of children read confidently, with increasing fluency and expression. They explain why they select certain texts and discuss favourite authors and genre of texts. They are less confident in distinguishing features of non-fiction texts. Children are not yet skilled at making notes and organising their ideas to create new texts. At second level, the majority of children read with fluency, expression and appropriate pace and tone. Children ask and answer questions about texts confidently. They should continue to develop their skill in answering evaluative questions about texts.

Writing

- Senior leaders and staff have identified the need to improve children's attainment in writing. A few teachers have developed their approach to teaching writing to ensure greater consistency. It is too early to see the impact on raising attainment, but early indications are positive. Teachers should ensure that children have further opportunities to write in a variety of curricular areas and in new and unfamiliar contexts.
- At early level, most children use common words and known sounds to write simple words and sentences. Children should continue to write for a range of purposes through their play. At first level, the majority of children write independently using interesting vocabulary to engage the reader. Children need to continue to develop spelling strategies to support them when spelling unfamiliar words. At second level, the majority of children write across a range of genres. They use a range of paragraphs, sentence length and language appropriate to the context. They edit their work and extend their writing further using feedback from the teacher. They should continue to develop their use of emotive language in writing to engage, influence or persuade the reader.

Attainment in numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics. Children would benefit from more regular opportunities to revisit taught mathematical concepts. This should further consolidate their learning.

Number, money and measure

- At early level, most children identify, sort and order numbers from zero to ten. They identify numbers before and after to 20 and add numbers within ten. They are developing their understanding of fractions of a shape. Children are not yet confident when discussing time and identifying o'clock times. At first level, most children round numbers to nearest ten and 100. They solve simple addition and subtraction problems. They are not yet demonstrating skill/confidence in recording measurements and working with word problems. At second level, the majority of children add and subtract multiples of 1000 to and from whole numbers. They use multiplication and division facts accurately. They are less confident calculating the area and perimeter of shapes. Children need to build their confidence in calculating the fraction of an amount and using knowledge of equivalent forms of common fractions, decimal fractions and percentages.

Shape, position and movement

- Most children at early level recognise and describe two-dimensional (2D) shapes. They create symmetrical pictures with one line of symmetry. At first level, most children identify 2D shapes and three-dimensional objects (3D). They find right angles within the environment. At second level, the majority of children describe 3D objects and some of their properties. They are less confident calculating complementary angles.

Information handling

- At early level, most children use their knowledge of colour, shape and size to match and sort items. At first and second levels, most children interpret a range of charts and graphs and describe ways to collect data. They should now apply their knowledge using digital technology to collect, organise and display data in a variety of ways.

Attainment over time

- Senior leaders track children's attainment in literacy and numeracy over time. They include a focus on the progress of groups of children, such as those who have particular barriers to their learning. The headteacher has identified rightly variability with increases and decreases in areas and stages over time. She has addressed this variability and the need to raise attainment, particularly in reading and writing, through the school improvement plan. This is leading to improvements for groups of children including the current P7 children where attainment in all aspects of literacy and numeracy has improved.
- Children's attainment over time is supported well by strong transitions. Children coming into P1 and moving from P7 to secondary school benefit from a transition programme including enhanced transitions where appropriate. Teachers ensure useful transition information is passed on when children move to the next class. This is helping to ensure consistency in strategies and approaches to support children's learning and attainment.
- Senior leaders monitor attendance carefully. They work closely with families and partners to build positive relationships and support families and children to improve attendance. Attendance is consistently above both the local authority and national average and is on an upward trajectory. The school's overall attendance average was 93.5% in June 2025. This is above the national average. Currently, a minority of children have attendance below 90% and a few children have significantly lower patterns of attendance. Senior staff monitor closely reasons for absence and work with families and partners to improve attendance rates. This has had a positive impact in improving the attendance of a few children. There are currently no children on part-time timetables. There have been no exclusions this session.

Overall quality of learners' achievements

- Children experience success and achieve across a range of contexts within and out of school. Children participate in a range of charity, academic and sporting events and competitions. They are developing their confidence, teamwork and resilience as a result of these experiences. Staff and senior leaders celebrate children's achievements including classroom displays, assemblies and through an online platform. Children are proud to celebrate their own and others' achievements with their school community.
- Staff track children's participation and engagement in activities and clubs, in school and in the local community. They use this information well to identify children at risk of missing out. Staff discretely identify activities to ensure all children are included and have opportunities to achieve. This supports children well to develop their confidence, resilience and communication skills. As planned, staff should now support children to identify the meta skills that they are developing through these activities and record their progress in their digital profiles.
- Children participate in a range of school leadership committees and groups. These include P7 buddies for P1 children, Junior Road Safety Officers and the 'article activists', who work to promote children's rights across the school. Children are developing their skills for learning, life and work, including leadership, as a result of their participation in these groups. Children play an active role within their school community. All children work with the local care home as part of an ongoing intergenerational project. They share their learning, stories and musical performances with residents. This is helping them to become responsible citizens and effective contributors.

Equity for all learners

- All staff have a strong understanding of the context of the school and the barriers to learning faced by children, including socio-economic disadvantage. Senior leaders use Pupil Equity Funds (PEF) well to implement targeted interventions for identified children, including those impacted by poverty. These support children's social and emotional wellbeing and help raise attainment in literacy and numeracy. Staff are aware of the poverty related attainment gap. They track children's progress well to monitor the effectiveness of the PEF funded interventions to ensure children make good progress in their learning. This support is helping identified children better manage their emotions and make improved progress in their learning. As a result of this work, gaps in children's attainment are narrowing.
- Senior leaders and staff's work on the cost of the school day and supporting families in a range of contexts has been particularly impactful. Children and families benefit from financial support to attend trips and events and access to pre-loved uniforms. Senior staff have also secured external funding to provide a free breakfast club, snack stop and staffing to support children as they arrive at school. This has helped a few children improve their punctuality, attendance and engagement in learning.
- Staff work very effectively with external partners such as the NHS Borders, Children and Families services and cluster schools. Together they remove barriers for families, build capacity and share relevant information in order to provide appropriate support. This approach to multi agency working is having a positive impact on children and their families. This partnership approach is impacting positively on improving their attendance, wellbeing and readiness to learn.

Other relevant evidence

- Children across the school learn French progressively. In a few classes children learn British Sign Language (BSL). Children in P5 to P7 are not yet receiving their full entitlement to a 1+2 approach to modern languages.
- Children receive two hours of high-quality physical education each week.
- Children take part in religious education during class lessons and whole school assemblies. They are not yet receiving their full entitlement to planned, progressive learning in line with national expectations. They participate in termly religious observance in the local church.
- The school submitted information relating to compliance with the Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with education. Aspects of good practice were identified in relation to food and health promotion in the school.

Explanation of terms of quantity

The following standard HMIE terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

On behalf of His Majesty's Chief Inspector of Education in Scotland.