



CHILDREN AND FAMILIES

# Standards and Quality Report for Tynecastle High School



*Tynecastle Cares...*

*... Be all you can be*

Standards and Quality Report for session: 2013-2014

# Standards and Quality Report

## 1. The school in context

Tynecastle High School, a non-denominational secondary with a roll under six hundred, has served the community of West Edinburgh since 1912. In 2010 we moved to a new site and enjoy first class facilities for learning. At Tynecastle we value all of our students equally and are proud of our inclusive culture. A key feature of the school is our diverse cultural profile, with over thirty languages currently spoken. Our aim is to provide individualised pathways which are designed to meet the needs of learners in preparation for university, college and the world of work. A wide range of partners help us to deliver many innovative projects. Partnerships in technological, financial and ecological areas are particularly strong. We are a member of the prestigious Microsoft Schools of Innovation Programme, and in the session ahead all S3-6 students will have 1:1 devices to support learning.

We strive for high academic performance, with a number of students in recent years accepted by Oxford, and on to prestigious NASA projects linked to the S6 Science Baccalaureate. We are also committed to developing confidence, citizenship and life-long learning through a rich set of wider achievement options such as Duke of Edinburgh & John Muir awards which allow students to make the most of their diverse talents. We are also proud that all our S1 classes take part in the Junior Award Scheme Scotland delivering creative projects which improve the local community.

Please visit our website to find out more about us: [www.tynecastle.edin.sch.uk](http://www.tynecastle.edin.sch.uk)

## 2. School's self evaluation

### 1.1 Improvements in performance

<b>Standards of attainment over time</b>	<p>Attainment levels in Numeracy and Literacy are strong in S4-6, with 98% of S4 students gaining an award. This compares very favourably with our virtual comparators (77%). Trends over time in many indicators continue to improve in many areas, in particular the percentage of students gaining an award at level 4. Almost all students gained a new National Award, or equivalent in S4 last session, and we look forward to building on this. The performance of Looked After Students attending school or on our roll in S4 was also strong. More students also gained three Higher passes last session. Those sitting Advanced Highers also performed well. Our Positive Destinations were also sustained at a high level. We are confident our new curricular structures will ensure increased passes at Level 5 by the time a student leaves school, and will be tracking and monitoring students at this level very closely in Pupil Support, and through our mentoring programme. In line with our high expectations, we will be presenting students at National 5 wherever possible. We will continue to support the high numbers of EAL students (15% in S4 last session) to ensure the highest attainment levels. We also aim to target some S6 students and parents to ensure aspirations are high. In all Faculties, we will continue to support and challenge, in order to ensure greater consistency across subjects and the best possible outcomes for all students.</p>
<b>Overall quality of learners' achievement</b>	<p>Students benefit from a range of vocational initiatives: JET, Work Experience, Career Academies, SkillForce, John Muir, SLA and CSLA. Wider achievement, both in and out with school, is promoted as essential in developing a wide range of skills for work and life. These opportunities are available to all and an extensive range of after school clubs and Wednesday lunchtime activities are offered e.g. Art Club, Eco Group, Film Club, Computer Games Competitions, Dance, and Badminton etc. Many of these activities are led by senior students. Opportunities to travel last session have included trips to France, Bolivia (World Challenge), Florida (Science) and an S1 Football team Trip to Sunderland. The Drama department involved over 100 students in a Pantomime production which was sold out to parents on three evenings. Throughout the year we celebrate student successes in wider achievement at assemblies and have two formal award ceremonies annually. This session S1-S3 students recorded these successes in their newly developed E-portfolios. Senior students also lead our charities initiatives and all in S5 are involved in The Young Philanthropist project. S1 students all experience a similar programme and last year gained a gold JASS award.</p>

<p><b>Impact of the school improvement plan</b></p>	<p>The development of an ethos of achievement and the provision of so many opportunities for wider achievement is having a positive impact on school culture. These opportunities and successes have further increased parental and business engagement in the school. Evidence of the impact can be seen from increased attendance at parent consultations and school events. Increased student leadership is evidenced by Student Council representatives leading House Assemblies, Career Academy students undertaking numerous public speaking events, and senior students running after school and Wednesday lunchtime clubs. Reduced referrals, exclusions and improved attendance figures last session show evidence of impact. Student feedback through questionnaires is also positive and indicates strongly that school makes a difference to their lives. Literacy and Numeracy improvement is further evidence of the impact of our school plan. Differences in attainment across subjects are also decreasing.</p>
<p><b>What are we going to do next?</b></p>	<ul style="list-style-type: none"> <li>✓ Further develop partnership working to improve our Positive Destinations</li> <li>✓ Continue to challenge and support faculties to ensure the highest possible outcomes for young people</li> <li>✓ Sustain our improving Literacy and Numeracy figures</li> <li>✓ Improve our monitoring of the Broad General Education (S1-3)</li> <li>✓ Develop a system (in line with CEC approaches being devised) for tracking wider achievement</li> <li>✓ Continue to focus on improving outcomes for lowest 20%, Looked After Children and Young Carers</li> <li>✓ Further improve our attendance strategies by building on progress from last session</li> <li>✓ Develop our expertise in using the new <i>Insight</i> tool to review attainment</li> <li>✓ Further develop our provision of wider achievement opportunities across the school</li> </ul>

## 2.1 - Learners' Experiences

<p><b>Learners are motivated, eager participants in their learning.</b></p>	<p>Students' motivation, as active participants in their learning, is supported by the range of learning approaches that are used by teaching staff e.g. Cooperative and active learning. Students are given opportunities for different roles in group work including leadership and they confidently share their ideas and support each other. AiFL is embedded in most areas, and IDL courses are well-received. Very positive student surveys of active learning reflect that all faculties offer individual and collaborative learning opportunities. Faculty feedback and the results of students' surveys indicate strong engagement by S3-4 students who are keen to learn using their iPads. Senior students are making more use of newly developed 'bespoke' learning and study materials utilising new technologies and platforms like GLOW and Edmodo. Students increasingly lead assemblies, including for example Student Council reps who also devised their own assembly. There is robust attendance at supported study opportunities.</p>
<p><b>Learners make good progress in their learning.</b></p>	<p>Target-setting and profiling are now embedded and linked to the school's PSE/reporting programme. CfE reporting has now been implemented in S1 – S3, with very positive parental feedback. Mentoring of senior students is widespread and embedded. Students work with their teachers to set social and academic goals in S1-3 and these are reviewed throughout the year. There is increased peer and self-assessment, and a considerable increase in student use of GLOW and Edmodo. In order to better share understanding of expectations and requirements, Home Study Booklets have been incorporated in customised Tynecastle Student Planners. Staff are reviewing, evaluating and further developing courses and programmes to ensure that they meet the learners' needs in S1-3. Senior phase courses are being developed to provide progression pathways for learners.</p>
<p><b>Learners know their views are sought and acted upon. They feel valued.</b></p>	<p>All learners and staff in school are trained in Restorative Practice, and senior students are trained as mediators and buddies. Students consistently review their own and their peers' learning and approach staff to discuss issues openly. Our Student Council continues to grow in role and impact, for example they organised a very well attended and received 'Creative Conversation', the first of its type in CEC. There is widespread and growing whole school use of student voice as feedback, and School Captains regularly attend Senior Team meetings. Many students participate in coursing films for S3-4 and the senior students were filmed for a 'What helps you learn film?' which has been used by staff to plan future learning experiences. The school's Learning Rounds evidence illustrated that staff student praise was frequently used.</p>
<p><b>Learners feel safe, nurtured, healthy, achieving, active, included, respected.</b></p>	<p>Learner and parent surveys demonstrate extremely positive attitudes about the school and its capacity to make a positive difference to the lives of children and young people. Students are proud of their school and identify strongly with it. Students have very positive relationships with staff and feel that they are treated with fairness and respect. Very positive feedback from the CEC anti-bullying survey shows that students feel safe and understand the school policy, and 100% of parents/carers surveyed agree that their children feel safe and fairly treated. Exclusions remain low and data compares well with other CEC schools. The active participation of many students in the life</p>

	<p>and work of the school helps to consolidate positive perceptions of school life e.g. transition events, conferences, parent evening support, and support for tutor group and assembly activities. The school's Health and Wellbeing days were extended to a full week, in response to student views, and continue to feature very positively in student feedback. Partnerships have been developed with charitable organisations for example Place2Be, SkillForce and JASS, and the Green Team contributions help in the promotion of positive attitudes. Attendance during session 2013-14 shows positive trends of more than 92% for S1-6. Celebration of Sporting Achievement, School Pantomime and Burns Supper are examples of events which prove extremely popular with students.</p>
<p><b>What are we going to do next?</b></p>	<p>We will:</p> <ul style="list-style-type: none"> <li>✓ Implement support to further engage students in Home Study</li> <li>✓ Review and evaluate the pace of challenge of learners' experiences in S1-3</li> <li>✓ Seek to support students so that they can lead Learning Rounds, thus further enhancing our use of student voice</li> <li>✓ Further develop and extend the existing good practice with regard to tracking so that it is more systematic and robust e.g. improve use of Learning Goal feedback conversations at tracking times</li> <li>✓ Further develop the use of technology to support learning using the expertise of our new innovation specialist.</li> <li>✓ Find opportunities for student volunteers to support BGE in classrooms</li> <li>✓ Further develop ways of recognising, celebrating and recording wider achievement.</li> </ul>

### 5.3 - Meeting Learning Needs

<p><b>Tasks, activities and resources</b></p>	<p>Our staff are committed to the welfare, attainment and achievement of our students and they work hard to ensure that they meet the needs of all their students. They take appropriate account of varying learning needs and abilities to help to develop student self-esteem and confidence. There is excellent communication between the student support team and teaching staff with both responding well to interventions to support emotional wellbeing and academic progress. Good use is made of SEEMIS tracking information at classroom, faculty and whole school level. Staff use this as a tool to raise expectations among students. Active/Collaborative Learning is increasing and teachers plan ICT use well, particularly in S3/4 through the use of iPads. The Broad General Education is delivered to all S1-3 students and courses and tasks and resources reflect level 3 and 4 opportunities.</p>
<p><b>Identification of learning needs</b></p>	<p>Very effective school systems are in place to plan and monitor specific learning and behavioural needs on a weekly basis and students at risk are supported through rigorous use of Getting It Right. There are robust procedures in place for keeping staff up to date. The Student Support team are proactive in seeking expertise from a wide range of professionals to ensure individual needs are assessed and effectively met. The team liaise closely with primary colleagues to ensure a smooth transition from P7 to S1. Literacy and numeracy levels are shared with all staff to ensure appropriate challenge and support is available. This session our SfL Leader conducted student focus groups to get feedback on needs.</p>
<p><b>The roles of teachers and specialist staff</b></p>	<p>All staff share a common understanding of their collective responsibility for addressing learners' needs and they place a high priority on supporting young people's mental and emotional wellbeing and on developing a culture of ambition and achievement for all young people. Many staff are involved in mentoring. Learning support staff have an in-depth knowledge of young people's learning needs and their effective deployment facilitates inclusion, helping improve the life chances of any young person who requires additional support. We have excellent links with visiting specialists / agencies and staff work with a wide range of support staff making effective use of their expertise. Strong partnerships exist within the curriculum such as SkillForce and Careers Academy in which specialist staff work with the school to raise the expectations and motivation levels of the students. Place2Be offer support and counselling to S1-3 students as appropriate. CLD run an after school girls' group to support the most vulnerable and co-run an S1 behaviour group. Specialist staff support EAL students effectively, with many of these students attaining 5 National Qualifications last session.</p>

<p><b>Meeting and implementing the requirements of legislation</b></p>	<p>Staff know students very well and are clear on procedures for responding to disclosure or welfare concerns, which they carry out appropriately and timeously. There is effective monitoring of ASN needs by SfL Leader with clear long and short term targets, which are shared with all staff. SfL staff are proactive and engaged in the course choice process and during transitions to ensure appropriate support and intervention. There is a regular programme of review of Young People’s plans. All Child plans contain SMART targets and have review dates. Students and parents/carers are fully involved in decision-making and their views are sought. Review meetings involve the student, parent, SfP, SfL and any appropriate specialist staff. Information is gathered from staff prior to review meetings. AAA arrangements are effectively collected and used to support students.</p>
<p><b>What are we going to do next?</b></p>	<ul style="list-style-type: none"> <li>✓ Review and improve the pace and challenge of the Broad General Education in S1-3 for all learners across the 4 contexts of learning</li> <li>✓ Build on the success of Growing Confidence CPD for staff, students and their families to improve emotional support for students as part of HWB and thereby promote inclusion.</li> <li>✓ Embed streamlined integrated Young People’s Planning approaches in line with Getting it Right</li> <li>✓ Continue to develop range of partnerships, particularly with SkillForce, Place2Be and CLD.</li> <li>✓ Develop the role of the Group Tutor as part of 1:1 personal support</li> <li>✓ Further develop our use of focus groups and other self-evaluation tools to drive improvement</li> </ul>

## 5.1 The Curriculum

<p><b>The rationale and design of the curriculum</b></p>	<p>The design of the curriculum meets the needs of all learners, promotes equality and fairness and impacts on learner outcomes, attainment and achievement and is in line with school values and the local and national policy framework. Our S1-3 curriculum has a clear rationale across the 4 Contexts for Learning based on shared values and learners' entitlements and it develops the 4 capacities with the 7 design principles in mind. A Broad General Education up to the end of 3<sup>rd</sup> / 4<sup>th</sup> level is achieved in S3 is ensured by allowing for a degree of personalisation &amp; choice by offering a choice from each mode plus one more free choice. We have a clear vision for the development of Literacy / Numeracy / Health &amp; Wellbeing and these are embedded across all subjects driven by the work of the individual Improvement Groups. The Senior Phase is being implemented across the 4 contexts of learning providing enriched learning experiences, increased vocational opportunities and flexible pathways through effective partnerships with the community, other schools, local community groups and employers.</p>
<p><b>The development of the curriculum</b></p>	<p>Our curriculum is developed in line with the principles of BTC 3 and national advice and faculties link with an increasing range of partners in order to deliver a rich curriculum, which includes working with our cluster and neighbourhood schools. Faculties evaluate the S1-3 and S4-6 curriculum annually across the 4 contexts for learning in an on-going way. This enables us to identify changes needed in the curriculum and evaluate the impact of new developments. We involve our parents and carers in our plans for curricular change and help them to understand how these changes will benefit their child.</p>
<p><b>Programmes and courses</b></p>	<p>The quality of programmes and courses impact on learners' engagement with learning and on their progress, attainment and achievements. Our programmes and courses are designed and refreshed using the Experiences &amp; Outcomes and the qualifications and awards to help us plan a coherent approach, providing different progression routes appropriate to student prior learning. Teachers' high expectations ensure that learners follow appropriately demanding courses and learners have a sense of personal achievement. A wide range of L&amp;T methodologies are used, including extensive use of ICT with S3/4 iPads. The range of teaching methods used influences the development of the four capacities and effectively involves learners. We provide a range of opportunities for young people to develop the skills for learning, life and work.</p>
<p><b>Transitions</b></p>	<p>Curriculum transition procedures and programmes are designed to meet the needs of all learners. Effective transition arrangements have led to improvements in student engagement with learning and therefore to improvements in learners' progress, attainment and achievement. Effective partnerships with the community, other schools, external agencies and employers enhance transition arrangements. Learner Reviews have prepared S2 - S5 students well for the next phase of their learning with both student and parent feedback very positive. Effective identification of the needs of learners ensures continuity and progression in learning. Effective arrangements for personal support and induction meet learners' emotional, physical and social needs. Joint</p>

	<p>planning of learning experiences for P7 curricular visits ensures a better level of coherence of learning. Our cluster transition programme offers a rich programme of activities and S1 parent feedback this session was 100% positive.</p>
<p><b>What are we going to do next?</b></p>	<ul style="list-style-type: none"> <li>✓ Review the Broad General Education in S1-3 across the 4 contexts of learning including Literacy, Numeracy and Health &amp; Wellbeing in light of experience gained in early stages of CfE implementation and look to identify appropriate Achievement Awards at each stage.</li> <li>✓ Develop the S4-6 curriculum by evaluating and improving the N4/5 courses and implement new Higher courses in line with emerging national advice.</li> <li>✓ Achieve more consistent use of student feedback on courses across all faculties to inform improvements in programmes and courses</li> <li>✓ Develop Interdisciplinary working and embed wider achievement opportunities in the Senior Phase</li> <li>✓ Develop systematic recording of Wider Achievement S1-6</li> <li>✓ Continue to extend our range of partnerships to support Wider Achievement as a means of developing Skills for Life, Learning and Work to order to support students into a positive destination</li> <li>✓ Improve the use of e-portfolios and extend this into the Senior Phase</li> <li>✓ Further develop our Global Citizenship programme across the school e.g. introduce John Muir to all in S3</li> <li>✓ Amend our Cluster Transition Programme to support initiatives in our Cluster Improvement Plan</li> <li>✓ Implement Year one of our 1 plus 2 languages cluster model ( Gaelic and Mandarin)</li> </ul>

## 5.9 Improvement through self-evaluation

<p><b>Commitment to self-evaluation</b></p>	<p>Our strategic vision places learning &amp; teaching and the needs and achievements of learners at the heart of improvement planning. Staff, students and parents contributed to school evaluation last session. Our support for career-long professional learning ensures we have a strong culture of staff collaboration and a commitment to Continuing Professional Development that will improve outcomes for students. Staff Improvement Groups developed self-evaluation initiatives last session (Learning Rounds, impact folders &amp; self-evaluation tools). The work of the Student Council last year also impacted positively on school improvement in areas such as active learning strategies and the use of ICT in classrooms. Feedback from a range of City of Edinburgh surveys is also encouraging, with percentages of students and parents involved very high compared with other schools. All students in S3 and S4 completed full HMIE style surveys for each subject chosen, and Faculty leaders used Student Focus Groups to learn more about the student learning experience. In May 2014, at a Leadership Team away day, a session was held on managing student focus groups. Curricular leaders work in pairs to plan and deliver this and are encouraged to film the experience and offer peer feedback on the process to further develop expertise.</p>
<p><b>Management of self-evaluation</b></p>	<p>Staff at all levels are involved in sharing classroom experience and once again two of our Curricular Leaders joined the senior team in visiting classrooms to identify good practice and to share insights on areas where we can improve further. A quality assurance framework is now well established and this year we have placed increased emphasis on student feedback at classroom level. Our improvement plan is also based on extensive feedback from the many parents and students who took part in CEC surveys. The proposals on student feedback from the self-evaluation improvement group has been implemented. This year all faculties worked to a common quality assurance calendar. All staff were also issued with CPD impact folders which aimed to link CPD more directly to the outcomes on learners. Staff reflection in these folders was used this session to inform PRD conversations.</p>
<p><b>School improvement</b></p>	<p>Our improvement strategies have contributed to steady increases in attainment and achievement over time. These improvements were praised in our last HMIE and CEC reports. The impact of our improvement strategies on improving ethos has been significant, with high numbers of students working in partnership with local charities and community organisations. All of our S1 take part in Junior Award Scheme Scotland projects, and all S5-6 students have been linked with local charities through participation in YPI. S1-3 students complete e-portfolios of achievement. Many students are also supported within school and on work placements by high quality business mentors. This is supplemented by widespread mentoring by staff in school, which student feedback identifies as very significant in delivering exam success. Student achievement is celebrated in a number of ways. The widely extended opportunities to use Survey Monkey and engage in focus groups will contribute directly to Faculty improvement planning in 2014-15.</p>

**What are we going to do next?**

- ✓ Review and further improve our approaches to self-evaluation e.g. with student & parent focus groups in order to monitor and evaluate the effectiveness of Quality Indicators 2.1, 5.1 and 5.3.
- ✓ Ensure the PRD process allows for the introduction of Professional Update
- ✓ Review the use of CPD impact folders with all staff, with new paperwork (Stop/Start/Continue) in line with new Professional Standards
- ✓ Review self-evaluation policy implemented in session 2013-14
- ✓ Explore ways to obtain rich feedback from partners
- ✓ Further increase awareness of self-evaluation strategies with all staff and students through collegiate training
- ✓ Refine Learning Rounds approach to classroom observation by introducing student led learning rounds and thus increase student voice
- ✓ Continue to develop the capacity of middle leaders through special sessions on self-evaluation and continued commitment to peer working as a way of developing expertise in line with the new Professional Standards.