



Tynecastle High School

Summary of Standards and Quality Report (2013-14) and Improvement Plan for 2014-15

This summary leaflet for parents provides a flavour of the past year and our plans for future improvements. If you would like a copy of the full report please contact me at the school. The full Standards & Quality Report is also available on the school website.

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School Values & Aims

Tynecastle High School values fairness, equality, openness, and diversity. We aim to:

- develop quality education that promotes high levels of achievement, attainment and creativity for all our students
- encourage active citizenship
- maximise partnerships with learners, staff, parents and our community
- create a safe, health promoting environment that encourages and motivates learning
- encourage staff to take forward their professional development

Priorities in the 2013-2014 School Improvement Plan

- to improve attainment and achievement
- to improve learners' experiences in the classroom, and also of home study
- to improve learners' engagement and leadership of learning
- to approach full implementation of Curriculum for Excellence
- to embed our self-evaluation procedures

Priorities in the 2014-2015 School Improvement Plan

- to improve learners' attainment & achievement levels including in literacy
- to improve consistency of approaches in Learning and Teaching
- to increase students' participation in their own learning including home learning
- to fulfil the potential of all our students through increased enjoyment, attainment and achievement
- to progress towards full implementation of Curriculum for Excellence in S1-6
- to create a better shared understanding of and improved practice in self-evaluation at all levels

Summary of successes and next steps across the 5 priorities for 2012-2013

1. Attainment & Achievement / Improvements in Performance

- Attainment continues to improve across National Priority targets, with very significant and nationally recognised success in Literacy and Numeracy awards
- Positive Destinations (for school leavers) have been sustained at a high level
- Opportunities for wider achievement continue to increase across the school for all year groups, and include many trips
- Students themselves lead and support many school activities
- The atmosphere of the school is regularly remarked upon as calm and welcoming

What are we going to do next?

- Further develop partnership working to improve our Positive Destinations
- Continue to challenge and support faculties to ensure the best possible outcomes for young people
- Sustain our improved Literacy and Numeracy figures
- Improve our monitoring of the Broad General Education (S1-3)
- Further develop our provision of wider achievement opportunities across the school, and devise a system for tracking wider achievement
- Continue to focus on improving outcomes for lowest 20%, Looked After Children and Young Carers
- Further improve our attendance strategies
- Develop our expertise in using the Scottish Government's new *Insight* tool to review attainment

2. Learners' Experiences

- Students benefit from a wide and ever-growing range of learning approaches
- The provision of iPads for S3 and S4 increased significantly these students' engagement with learning
- Target-setting and mentoring are well embedded in our approaches
- There has been an increase in self and peer assessment, and also in the use of online study platforms such as GLOW and Edmodo
- All learners and staff in school are trained in Restorative Practice
- Our Student Council continues to grow in role and impact
- Student Voice informs developments, including for example the making of films to support S2 and S3 learner reviews
- 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
- Partnerships and participation continue to increase and develop

What are we going to do next?

- Implement support to further engage students in Home Learning
- Review and evaluate the pace of challenge of learners' S1-3 experiences
- Seek to involve students in Learning Rounds, to further enhance Student Voice
- Further improve tracking, for example through Learning Goal feedback conversations
- Working with our new innovation specialist, further improve our use of technology
- Introduce student volunteers as supporters in BGE classrooms
- Further develop ways of recognising, celebrating and recording wider achievement

3. Meeting Learners' Needs

- Our staff are committed to the welfare, attainment and achievement of our students, and they work hard to ensure they meet the needs of all
- Very effective systems are in place to plan and monitor students' specific needs on a weekly basis
- All staff share a common understanding of their collective responsibility for students' mental and emotional wellbeing, attainment and achievement
- With partners, we offer a range of bespoke supports and opportunities, such as Place2Be, SkillForce, Careers Academy and Business Mentoring

What are we going to do next?

- Review and Improve the pace and challenge of the Broad General Education in S1-3 for all learners across the four contexts of learning
- Build on the success of Growing Confidence CPD for staff, students and their families to improve emotional support for students, thereby promoting Health and Wellbeing, and inclusion
- Embed streamlined integrated Young People's Planning approaches in line with Getting it Right
- Continue to develop our range of partnerships
- Develop the role of the Group Tutor as part of 1:1 personal support
- Further develop our use of focus groups and other tools to drive our self-evaluation agenda

4. Curriculum

- The design of the curriculum meets the needs of all learners, promotes equality and fairness, and impacts on learner outcomes, attainment and achievement
- We involve students, parents, carers and school partners in our plans for curricular developments
- Teachers' high expectations ensure that learners follow appropriately demanding courses and learners have a sense of personal achievement
- A wide range of Learning and Teaching methodologies are used, including extensive use of ICT with iPads
- Curriculum transition procedures and programmes are designed to meet the needs of all learners. Our cluster transition programme offers a rich range of activities and S1 parent feedback this session was 100% positive

What are we going to do next?

- Review the Broad General Education including identifying appropriate Achievement Awards for each year group
- Develop our Senior Phase curriculum, including Interdisciplinary working and embedded wider achievement opportunities, in line with emerging national advice
- Achieve more consistent use of student feedback on courses across all faculties
- Continue to extend our range of partnerships to support students into a positive destination
- Further develop our Global Citizenship Programme across the school
- Amend our Cluster Transition Programme to support initiatives in our Cluster Improvement Plan
- Implement Year One of our 1 + 2 languages cluster model (Gaelic and Mandarin)

5. School Self Evaluation

- Our strategic vision places learning and teaching and the needs and achievements of learners at the heart of improvement planning
- Our improvement strategies have contributed to steady increases in attainment and achievement over time
- Staff, students and parents contributed to school evaluation last session, for example in regard to Learning Rounds, anti-bullying surveys, and parental satisfaction with the school
- A quality assurance framework is now well established, and we have placed increased emphasis on student feedback at classroom level
- Our improvement strategies were praised in our last HMle and CEC reports, and school ethos has benefitted particularly from our approaches

What are we going to do next?

- Review and further improve our approaches to self-evaluation, for example through collegiate training
- Ensure the PRD process allows for the introduction of Professional Update (from 2015)
- Review the use of CPD impact folders with all staff
- Explore ways to obtain rich feedback from partners
- Refine our Learning Rounds approach to classroom observation by introducing student-led learning rounds, thus increasing student voice
- Continue to develop the capacity of middle leaders through special sessions on self-evaluation, and continue commitment to peer working as a way of developing expertise in line with the new Professional Standards



We continue to feel proud of our friendly, inclusive, innovative and ambitious school.