Standards, Quality and Improvement Plan

Tynecastle High School

Tynecastle Cares...

... whoever and wherever you are

Standards and Quality Report for session: 2016 - 2017

Improvement Plan for session: 2017 - 2018

Context of The School

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. We sit at the very heart of our community and have strong links with local businesses and partners. We work very closely with our cluster, which includes Balgreen, Craiglockhart, Dalry and Stenhouse primary schools. Our school motto is Tynecastle CARES and this encompasses our vision and values for our school community – Challenge, Ambition, Respect, Enjoyment and Success. As a school we are striving for excellence and equity for all our students. All our work and planning is directly linked to the National Improvement Framework – Attainment & Achievement, Health and Wellbeing, Closing the Gap and Positive Destinations.

We strive for high academic performance, with a number of students in recent years going on to study at universities across the country in disciplines such as medicine, languages, engineering and social sciences. 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. 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 an Apple Distinguished School in recognition of our innovation, leadership and educational excellence and in the session ahead all S3-6 students have 1:1 devices to support learning for the fourth year running. We are also delighted to become an Apple Regional Training Centre this session, placing professional learning of staff from across the city to the fore. The book which documents our journey and success in technology can be found here. (Jenni to provide hyperlink)

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 almost forty languages currently spoken. We are fully committed to ensuring that every young person achieves their potential and we are working on the development of our Growth Mindset as part of the Scottish Attainment Challenge, in order to realize this ambition. Our commitment to both physical health and positive relationships is highlighted with the recent creation of a Breakfast Club, ensuring that all students start the day ready to learn. We are also proud to have become a School of Basketball, with a number of S1 students this session combining physical and academic achievements with the support of Basketball Scotland.

As a school we readily embrace innovation and are constantly striving to provide engaging opportunities for our students to succeed. To keep abreast of our work please follow us on twitter @TynecastleHigh or visit our website to find out more: www.tyncastle.edin.sch.uk

School Priority 1: Raising Attainment

NIF Priority	HGIOS4/HGIOELC QIs/Identified Themes
Improvement in attainment, particularly in literacy and numeracy	1.1 Analysis and evaluation of intelligence and data
	1.2 Children and young people leading learning
NIF Driver	2.3 Quality of teaching
Assessment of children's progress	2.3 Effective use of assessment
School leadership	2.3 Planning, tracking and monitoring
Parental engagement	2.4
Teacher professionalism	2.6
School Improvement	3.2 Attainment in literacy and numeracy
Performance information	3.2 Attainment over time

Progress and impact:
- **Literacy & Numeracy in line with our Virtual Comparator –** Literacy and Numeracy Improvement Groups have been established, with clear leadership and good representation. The groups have been establishing clear plans to develop responsibility of all staff. The Information Hub has been developed to support all staff in ensuring literacy and numeracy outcomes for all students.
- **Level 4 attainment improved across all subject areas –** The Learning Hub was established to support all learners. Staff continue to work on pace and challenge for BGE courses, including articulation with National courses. They also continue to work on the differentiation of learning experiences. A SLWG for Monitoring and Tracking has been established to develop a Tynecastle High School system.
- **Learning and Teaching good or better in all lessons –** A Digital Technology Action Plan supports CLPL and standards across the school. Self-evaluation processes are being developed across the school.

Next Steps:
- Literacy and Numeracy Action Plans with clear targets for improvement and CLPL for staff.
- Cross-reference Faculty Improvement Plans; establish a Parental Engagement Strategy; and hold regular Learning Hub meetings with an attainment agenda.
- Continue to increase pace and challenge in BGE courses.
- Identify staff and develop a clear plan for certification of Wider Achievements.
- Develop a rigorous Sharing Classroom Experience programme; further develop Faculty Reviews and introduce Learning Rounds
- Establish key whole school priorities for L&T, linked to our CAT programme and in line with our Digital Learning strategy.

School Priority 2: Closing the Gap

NIF Priority	HGIOS4/HGIOELC QIs/Identified Themes
Closing the attainment gap between the most and least disadvantaged children and young people. NIF Driver Assessment of children's progress Teacher professionalism School improvement Parental engagement School leadership Performance Information	1.1 1.3 Developing a shared vision, values and aims relevant to the school and its community 1.5 2.3 Quality of teaching 2.4 Targeted & universal support 2.4 Removal of potential barriers to learning 2.5 3.2 Equity for all learners 3.2 Attainment over time

Progress and impact:

Good understanding of data and methodologies by staff – Training for staff in Insight has been provided; a SLWG for Monitoring and Tracking was developed and good practice across CEC has been explored and utilised. Insight has been used successfully in some attainment meetings. A Closing the Gap Improvement Group was established, and there has been an initial whole staff introduction to CYPIC. There has been some training of staff and development of skills in RAFA methodology. There has been staff commitment to further developing CYPIC methodology and practice.

An inclusive ethos and facilities meet learners' needs – A Learning Hub has been established with staffing linked to NIF priorities. Restorative School training has been delivered for staff. PEF and other finance is being used to support students on FSM and others in need. A questionnaire was undertaken with students to help with strategic planning of finance. There has been stakeholder engagement with our Welfare Fund and Participatory Budgeting. We have created Restorative School Champions in senior school and are working towards Restorative School status.

Our school is poverty proofed – We established an Improvement Group; delivered CLPL to all staff; established links with the Credit Union; engaged students through focus groups and a questionnaire to highlight need; and used our CAT programme to raise awareness and engage all stakeholders in discussion.

Next Steps:
- Further Insight training for staff, finalise our Information Hub and link it closely to our new Monitoring and Tracking system.
- Further CYPIC training for staff and support for school improvement methodology, working towards approaches being developed across the school.
- BRBLBB policy to be embedded in the work of the school; the Learning Hub to be reviewed and differentiation of resources to be included in the Action Plan.

• School Fund Committee established and meeting regularly to direct finance appropriately to meet needs. • Parental Engagement Strategy established and further development of our Poverty Proofing work with clear tracking of PEF.	

School Priority 3: To improve young people's health and wellbeing

NIF Priority **Improvement in children and young people's health and wellbeing** NIF Driver Teacher professionalism School leadership School improvement	**HGIOS4/HGIOELC QIs/Identified Themes** 1.1 Ensuring impact on learners' successes and achievements 1.2 Children and young people leading learning 1.3 Strategic planning for continuous improvement 1.4 2.1 Arrangements to ensure wellbeing 2.4 Targeted & universal support 2.3 Planning, tracking and monitoring 3.1 Wellbeing

Progress and impact:
Restorative School status is achieved – Growing Confidence Universal and targeted training for all staff has been provided; a lead for MVP was established and senior students were trained and delivered the programme to peers; all staff trained in Restorative Practices with Restorative Champions trained from our senior school cohort and supporting their peers successfully for a term.
BRBLBB Policy embedded - IG established with a clear plan to continue developing our practice. The IG started to revisit our Positive Behaviour policy in light of the BRBLBB documentation and in line with the training for PSAs and probationer teachers. Learning Hub established with clear focus on NIF priorities and meeting learners' needs.
Opportunities in place to improve the health of body and mind – Growth Mindset was introduced following SAC funding; counselling and support systems were further developed (Place2Be, CLD, ASLS); and an IG established with some success in planning for improvements. S2 Outdoor Education opportunities developed

Next Steps:
• Develop a rolling programme for Restorative Practices (staff & students), with updated materials to reflect our changing school.
• Update our Positive Behaviour policy and have it embedded in practice.
• Growth Mindset work to be embedded in practice (see plan)
• Student leadership opportunities to be extended at all stages
• Key Adult time developed in partnership with all stakeholders 17/18 and launched for 18/19.
• Re-launch RO programme

School Priority 4: To improve Positive Destinations

NIF Priority	HGIOS4/HGIOELC QIs/Identified Themes
Improvement in employability skills and sustained, positive school leaver destinations for all young people NIF Driver Assessment of children's progress School improvement Performance information	1.1 Analysis and evaluation of intelligence and data 1.3 Strategic planning for continuous improvement 2.2 Skills for learning, life and work 2.3 Quality of teaching 2.6 Collaborative planning and delivery 2.7 3.3 Increasing employability skills

Progress and impact:
- **Our Positive Destinations are in line with our virtual comparator –** Insight training was provided for staff with further input planned as directed by staff need; Student Support membership of 16+ group established and input to planning took place
- **Increased employability skills for all students –** We undertook a whole school Curriculum Review with stakeholders October – December 2016 resulting in the decision not to make changes at present. We also undertook an audit of skills led by 16+ Skills Improvement Group
- **STEM opportunities developed for students –** Action Plan created and driven by DHT with class teacher; opportunities provided for students in BGE to undertake STEM activities with partners
- **We have improved Business Partners and links relevant to our school –** some initial success in the development of Business Partnerships with joint planning, delivery and evaluation.

Next Steps:
- Visits to comparable schools highlighted through Insight and Quality Improvement Officer
- Labour Market information to be shared with staff
- Whole school skills to be agreed
- Rigour in ensuring all faculty plans have employability as a driver
- STEM Coordinator post established and developed

Self Evaluation 2016 – 2017

		Quality Indicator	School Self – Evaluation 2016 - 17	Inspection Evaluation (If during 2016-17)
	What is our capacity for continuous improvement?			
1.3	Leadership Of Change			
2.3	Learning, Teaching And Assessment			
3.1	Ensuring Wellbeing, Equity And Inclusion			
3.2	Raising Attainment And Achievement			
	School's chosen QI			
	School's chosen QI			

2016 – 2020 School Self Evaluation/Plan for QI Engagement

	QI	2016 - 2017	2017 – 2018	2018 – 2019	2019 – 2020	Comments
1.1	Self-Evaluation for Self-Improvement					
1.2	Leadership of Learning					
1.3	**Leadership of Change**	√	√	√	√	
1.4	Leadership and Management of Staff					
1.5	Management of Resources To Promote Equity					
	Leadership And Management Overall					
2.1	Safeguarding and Child Protection					
2.2	Curriculum					
2.3	**Learning, Teaching and Assessment**	√	√	√	√	
2.4	Personalised Support					
2.5	Family Learning					
2.6	Transitions					
2.7	Partnerships					
	Learning Provision Overall					
3.1	**Ensuring Wellbeing, Equality and Inclusion**	√	√	√	√	
3.2	**Raising Attainment and Achievement**	√	√	√	√	
3.3	Increasing Creativity and Employability					
	Successes and Achievements Overall					

Aim	← Primary Drivers	← Secondary Drivers	← What actions can be tested?
To strive for excellence ensuring that every young person at Tynecastle High School achieves the highest standards in attainment and achievement possible while also ensuring that every young person has the same opportunity to succeed.	**To improve attainment/achievement, particularly literacy and numeracy** *1.1, 1.2, 2.3, 2.4, 2.6, 3.2*	• Literacy and numeracy in line with comparator • Level 4 attainment improved across all subject areas • Learning & Teaching good or better in all lessons	• Numeracy IG Plan • Literacy IG Plan • Faculty Improvement Plans • L & T Policy • Home Learning Policy • Parental engagement strategy • CAT & CPD programmes • Self-evaluation policy • SCE & Learning Rounds programme • Closing the Gap Action Plan • Digital Technology Action Plan • RAFA & Insight used • Learning Hub Action Plan • BBBR Policy • Attendance & Exclusion policy • Restorative School Action Plan • HWB I G Plan • Assembly programme • 16+ Group Action Plan • Skills Framework • STEM Action Plan
	To close the attainment gap between the most and least disadvantaged young people *1.1, 1.3, 1.5, 2.3, 2.4, 2.5, 3.2*	• Good understanding of data and methodologies by staff • An inclusive ethos and facilities meets learners' needs • Our school is poverty proofed	
	To improve young people's health and wellbeing *1.4, 2.1, 3.1*	• Restorative School Status is achieved • BBBR Policy is embedded • Opportunities in place to improve the health of body and mind	
	To improve the employability skills and sustained positive destinations for all young people *2.2, 2.7, 3.3*	• All young people are active citizens in their school community • Our Positive Destinations are in line with our comparator • Increased employability skills for all students • STEM opportunities developed for students	
	To engage in professional learning programmes to promote accessibility and equalities *2.4, 3.1*		

Aim	← Primary Drivers	← Secondary Drivers	← What actions can be tested?
To improve young people's attainment and achievement, particularly in literacy and numeracy. *1.1, 1.2* *2.3, 2.4, 2.6* *3.2*	**Literacy and Numeracy levels in line with virtual comparator at all levels**	• Literacy IG Action Plan – responsibility of all • Numeracy IG Action Plan – responsibility of all • Good range of data used to improve attainment/achievement.	• Deliver Literacy Action Plan with clear targets for improvement and CLPL for staff • Deliver Numeracy Action Plan with clear targets for improvement and CLPL for staff
	Improvements in level 4 attainment across all subject areas	• Faculty Improvement Plans • Parental Engagement Strategy • Learning Hub Action Plan	• Cross Reference Faculty Improvement Plans to ensure responsibility of all • Establish a Parental Engagement Strategy • Learning Hub meetings with attainment agenda
	All achievements tracked and certificated at senior phase	• Monitoring and Tracking system established • Certification of wider achievements	• Identify staff and develop a clear plan for certification of Wider Achievements
	Learning and Teaching in all classes is good or better.	• Learning and Teaching Policy • Self-evaluation Policy • Leadership of learning at all levels • Digital Technology Action Plan	• Develop a rigorous Sharing Classroom Experience programme • Further develop Faculty Reviews • Introduce Learning Rounds • Establish key whole school priorities for L&T, linked to our CAT programme and in line with our Digital Learning Strategy.

Aim	←	Primary Drivers	←	Secondary Drivers	←	What actions can be tested?
To close the attainment gap between the most and least disadvantaged 1.1, 1.3, 1.5, 2.3, 2.5 3.2		**Good staff understanding of Insight and other relevant data**		• Insight training for staff • Monitoring and Tracking system established • Sharing good practice across locality and subject groups – QIO support		• Further Insight training for staff as required • Finalise and launch THS Information Hub • Launch new Monitoring and Tracking system
		Good understanding of RAFA methodology		• Develop a Closing the Gap Imp Group • Leadership of RAFA • Attainment Adviser and QIO support		• Further CYPIC training for staff and support for improvement methodology
		There is evidence of an inclusive ethos across the school community		• BLBRBB policy embedded across the school • Learning Hub established to meet the needs of all learners • Restorative School status achieved		• BRBLBB policy embedded in the work and life of the school • Learning Hub Reviewed • Differentiation of resources to be developed through Learning Hub
		The school facilities and finance are used to meet the needs of all learners		• Staffing of Learning Hub • Student Welfare Group distribution of funds		• School Fund Committee established and meeting to direct funds
		Work is undertaken to poverty proof our school		• 1 in 5 Core Group Action Plan • Parental Engagement Strategy		• Parental Engagement Strategy established • Further development of Poverty Proofing work • PEF Action Plan tracked

Aim	← Primary Drivers	← Secondary Drivers	← What actions can be tested?
To improve young people's health and wellbeing **1.4, 2.1, 3.1**	**To achieve Restorative School Status**	• Restorative Training • Restorative School Policy	• Develop a rolling programme for Restorative Practices (staff and students), with updated materials to reflect our changing school • Update our Positive Behaviour Policy and have it embedded in practice • Develop partnership working with Mitie • Further develop work with local businesses • Look at good practice in other schools (JGHS) • Growth Mindset Action plan implemented • Student leadership opportunities extended at all stages • Key Adult time developed in partnership with all stakeholders 17/18 and launched for 18/19 • Re-launch our RO programme
	To embed the Better Behaviour Better Relationships Policy	• Policy re-written in line with new recommendations	
	To create opportunities to develop physically healthy students	• Healthy Eating initiatives • HWB Audit • HWB embedded across the curriculum	
	To create opportunities to develop mentally and emotional wellbeing for young people	• Development of a Growth Mindset • Counselling and support systems further developed • Increased employability skills for all students	
	To develop opportunities for all young people to become active citizens in their school community	• Student leadership opportunities extended • Development of key adult time 17/18	

Aim	Primary Drivers	Secondary Drivers	What actions can be tested?
To improve the employability skills and sustained positive destinations for all young people. 2.2, 2.7, 3.3	**Our Positive Destinations are in line with our virtual comparator**	• Good understanding of data by all staff • 16+ Group Action Plan • Faculty Improvement Plans	• Continue to offer Insight training for staff as part of **CAT programme** • **16+ Group Action Plan** designed and delivered by all members of group • **Faculty Improvement Plans** to include reference to: Positive Destinations, Employability as a driver & Business Partner links • **Visits to comparable schools** highlighted through data and QIO • **Skills Framework** for schools finalised and launched (by 16+ skills group) • **STEM Coordinator** reinstated • **STEM Action Plan** created • **Labour Market information** shared with staff - 25 August CAT Amber Beaton • **Marketplace Information** shared with staff 25 August CAT Michelle Fenwick • **Audit of Business links and relevant links** including charities and volunteering opportunities • **Senior Phase Wider Achievement and Accreditation Plan** launched by small team
	We have increased the employability skills for all students	• Faculty Improvement Plans • Curriculum development • Skills Framework developed for school	
	We have developed STEM opportunities for students	• STEM Coordinator created • STEM Action Plan	
	We have improved Business Partners and links relevant to our school	• Planning with partners • Planning with partners • Rationale for partnership development	