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Standards, Quality and Improvement Plan for Tynecastle High  
School



*Tynecastle Cares...*

*... Be all you can be*

Standards and Quality Report for session: 2014-2015  
Improvement Plan for session: 2015-2016

# Table of contents

## Standards and quality report

- 1 The school in context
- 2 School's self evaluation

## Improvement plan

- 3 Key areas for school improvement
- 4 Cluster improvement plan
- 5 Summary of evaluations against key indicators

# 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 have 1:1 devices to support learning for the second year running.

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>	Attainment levels in Literacy and Numeracy are strong, showing four year positive trends in Maths/Numeracy by the end of S2 and two year positive trends in English/Literacy. Strengths include the Reciprocal Reading approaches consistent in a number of faculties which are having impact. The SRA targeted work to raise Literacy levels is also a strength, and has had real impact on the attainment of our students. Our development work this session includes S1-3 extended writing across all faculties, making use of the new Skills for Writing initiative in English. The Improvement Group Numeracy Action Plan, including Helping with Study Skills (info videos for parents/carers) is also being developed to ensure continued awareness of numeracy across the curriculum but extending this work also to ensure that parents/carers are clear as to how we , and they, can support students into the senior phase. Almost all students (98.9%) achieved a National Award last session. Literacy attainment compares very favourably for our targeted groups and shows year on year improvements for our most able learners. Attainment levels in Numeracy compare exceptionally well for targeted groups. Trends over time show good progress in several areas with improved numbers of young people achieving one Higher and three Higher passes. This reflects the impact of strategies, including mentoring, applied last session. We continue to work with partners to ensure that all young people move on to a Positive Destination. Our targeted groups identified through Insight out-perform our virtual comparator in a number of measures in both Improving Attainment for All and Attainment versus Deprivation. We continue to have high expectations of all our learners. We will use RAFA initiatives this session to further enhance our work in Mentoring, Home Study, Growth Mindset and the engagement of parents/carers to ensure that all young people aim to achieve their potential.
<b>Overall quality of learners' achievement</b>	Students benefit from a wide range of vocational initiatives: JET, JET+, Work Experience, Careers Academy (now Career Ready), SkillForce, ZEST and SLA. Wider achievement, both in and out of school, is promoted as essential in developing a wide range of skills for work and life. These opportunities are available to all senior students, and include significant volunteering to support cluster nursery, primary and neighbourhood community groups. An extensive range of after school clubs and Wednesday lunchtime activities are offered, eg Art Club, Small Mammals Club, Eco Group, Film Club, Dance, Table Tennis, Football and Fencing. Many of these activities are led by senior students. IDL opportunities last session included Panda Project, John Muir and Project Kit Bag for S3, and in S1 JASS continues to be a very successful addition to our BGE curriculum. For the second year we offered our bespoke, much-imitated and very successful Meaningful May

	<p>programme to students sitting fewer than three Nat 5 qualifications. Several of our new S4 students are to participate in Polar Academy, and we continue to participate in the Paolozzi Prize. Tynecastle High School won the first CEC Convenor's Challenge. Opportunities to travel last session included a Battlefields Trip, an S1 football trip to Newcastle, a Dance trip to London and a KPMG-sponsored trip to the WE DAY charity global citizenship event in London for thirty junior students. The Performance Faculty involved over 100 students in the school's third annual and very popular Pantomime production, sold out for three performances. Throughout the year we celebrate student successes in wider achievement at assemblies and have two formal award ceremonies annually. We have continued to roll out portfolio recording of student learner journeys (addressing both attainment and achievement). All new S5 students participate in the Youth Philanthropy Initiative.</p>
<p><b>Impact of the school improvement plan</b></p>	<p>We have continued to develop whole school systems for tracking achievement, with portfolios through One Note now to the fore. Through the work of the Improvement Groups, we have ensured consistent Literacy and Numeracy experiences across all subjects in BGE, for example through reciprocal reading and approaches to vocabulary acquisition, and a monthly Numeracy focus. Through the work of the Health and Wellbeing Improvement Group we continue to develop staff capacity in regard to supporting the emotional health of children and young people. We have made progress in regard to achievement opportunities in timetabled slots for most Senior Phase students, with good progress in Saltire Awards gained, and many volunteering opportunities taken up both in and out of school. Targeted groups have responded positively to Mentoring and other interventions leading to improved attainment. Parental engagement continues to increase with highs in attendance at parents' meetings and key events.</p>
<p><b>What are we going to do next?</b></p>	<ul style="list-style-type: none"> <li>• Further develop our monitoring and tracking of young people into a Positive Destination.</li> <li>• Further develop our tracking of targeted groups.</li> <li>• Further develop our tracking system for Wider Achievement.</li> <li>• Further develop staff confidence in using Insight to measure attainment.</li> <li>• Trialling of strategies to ensure Raising Attainment For All (RAFA) including outcomes for lowest 20%, looked After Children and Young Carers.</li> <li>• Further develop our Mentoring programme to include groups as well as individuals.</li> <li>• Engage parents/carers in more meaningful partnership to support their child's attainment.</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 wide range of learning approaches used by teaching staff, eg cooperative and active learning, and innovative use of technology and new, creative apps and websites. All teaching staff participated in a good practice L&amp;T carousel on an August In Service Day, and 'little and often' approaches to sharing best practice continue to work well for the school. Students are given opportunities for and enjoy different roles in group work including leadership, and they confidently share their ideas and support each other. AiFL is very well-embedded and staff recognise the benefits and value of sharing with students choice and responsibility in regard to plenary activities. Positive student survey results in regard to active learning demonstrate that faculties offer individual and collaborative learning opportunities. Faculty feedback and results of student feedback reveal strong engagement by S3 – 6 students who are keen to learn using their iPads. In particular, virtual learning environments such as Edmodo, Showbie and iTunesU are very much in use, and enable exciting flipped classroom approaches. Students continue to make very good use of supported study opportunities, including our Easter School. A group of senior students became Learning and Teaching ambassadors, and worked well to create a 'What Helps you Learn?' film which was shared with staff on an In Service Day, giving them the opportunity to incorporate this feedback into lessons.</p>
<p><b>Learners make good progress in their learning.</b></p>	<p>As part of 1:1 discussions with BGE students, most teachers set social and academic goals. There has been an increase in self- and peer-assessment, and considerable increase in student use of the virtual learning environments mentioned previously. In a 'Home Learning Campaign', Senior Team and SfP staff shared with all S3-6 students a presentation which highlighted strategies to share better understanding of home study expectations. This approach built on data produced by a student group who devised a Survey Monkey tool about approaches to home study, completed by all students in Tutor Group. There was also a concerted focus on sharing these strategies with parents through Parents Consultation 'takeaways'. Staff are reviewing, evaluating and further developing S1-4 courses and programmes to ensure that they meet learners' needs in both BGE and Nationals 3 – 5. In some subject areas, New Highers have been developed and delivered, and additional vocational courses such as Travel and Tourism, Scottish Studies, LifeSkills Maths and Laboratory Science have been prepared for delivery in 2015-16.</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 this is revisited annually through PSE. Many senior students volunteer to be trained as mediators and buddies as part of the Cool, Calm and Connected programme for S1. Our Student Council continues to grow in role and impact, and representatives regularly attend Senior Team meetings. There has also been liaison between Student and Parent Councils. Student Council reps report back to the student body through regular Tutor Group slots, allowing two-way communication. Students were supported to conduct their own Learning Rounds, using a bespoke app, to explore variety of use of iPads in Senior Phase lessons.</p>
<p><b>Learners feel safe, nurtured, healthy, achieving, active, included, respected.</b></p>	<p>CEC learner 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 the school, and most identify very positively with its aims and values. Student-staff relationships are felt to be very positive by all parties, and students feel that they are treated with fairness and respect by teachers and their peers. Positive feedback from CEC's anti-bullying survey shows that students feel safe and understand the school's policy on anti-bullying. Active participation of many students in the life and work of the school help to consolidate positive perceptions of school life. These events include Burns Supper, school pantomime, transition events, Celebration of Sporting Achievement and Parents' Consultation evenings. The school's Health and Wellbeing days continue to feature very positively in student feedback. Student participation in selection and recruitment processes is now embedded. Partnerships with charitable and third sector organisations continue to promote the school's rich tapestry of provision, and positive student attitudes. These organisations include Place2Be, SkillForce, JASS and Green Team.</p>
<p><b>What are we going to do next?</b></p>	<ul style="list-style-type: none"> <li>✓ Continue to share L&amp;T good practice during school year</li> <li>✓ Continue to roll out, embed and develop the use of 1:1 technologies</li> <li>✓ Produce a 'Ways of Learning?' poster for display in all classrooms</li> <li>✓ Review communication and information sharing with parents and adapt models to suit.</li> <li>✓ Develop student presence on and parental engagement through school website as appropriate.</li> <li>✓ Continue to implement support to further engage students in Home Learning e.g. iTunes U, Edmodo etc</li> <li>✓ Further engage parents/carers in Home Learning through information and/or training sessions on iTunesU, Edmodo, Steps to success.</li> </ul>

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|  | <ul style="list-style-type: none"><li>✓ Monitor the implementation of stated Home Study policies</li><li>✓ Develop and publish faculty films for school website.</li></ul> |
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### 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 S3-6 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. The SfLL updates annually our Year Group profiles, providing staff with an overview of the top, middle and bottom students and also shares Literacy and Numeracy levels with all staff to ensure appropriate challenge and support is available. This session our SfL Leader worked with CEC colleagues to conduct a student focus group for those with Additional Support 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</p>

	<p>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 mentor students at a high risk of permanent exclusion. 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 Young People's 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. On the August I/S day, there was an awareness-raising session for staff on the SHANARRI indicators and faculties identified where they contribute to each indicator and identified next steps.</p>
<p><b>What are we going to do next?</b></p>	<ul style="list-style-type: none"> <li>✓ As part of our continuing self-evaluation of BGE, review existing differentiated materials to ensure sufficient rigour and challenge in preparation for the Senior Phase and address any remaining gaps in BGE provision in S3</li> <li>✓ Develop a 'passport' system for tracking student progress through the BGE linked to the revised CEC Significant Aspects of Learning</li> <li>✓ Link this to the development of new S1-3 Target Setting reports in line with CEC developments</li> <li>✓ Introduce a focused writing programme for all S1-3</li> <li>✓ Use our tracking system for Wider Achievement to identify and address gaps in our provision in partnership with CLD</li> <li>✓ Investigate ways of engaging parents more in reviewing learning, particularly through the use of ipads</li> </ul>

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|  | <ul style="list-style-type: none"><li>✓ Build on successes of Mental &amp; Emotional Wellbeing CPD for staff to build understanding and promote inclusion.</li><li>✓ Offer Raising Teens with Confidence programme to parents / carers</li><li>✓ Embed streamlined integrated Young People's Planning approaches in line with Getting it Right</li><li>✓ Improve records of parent meetings as part of Getting It Right and ensure our records of parent meetings are consistent and appropriately stored</li><li>✓ Ensure our interventions comply with the drive to improve LAC attendance and attainment by building relationships with SW.</li><li>✓ Review approaches to achieving 90%+ attendance for all throughout the year</li><li>✓ Update staff on their responsibilities as a Corporate Parent</li><li>✓ Streamline our range of partnerships, to ensure we meet the needs of all our students</li><li>✓ Further develop our use of focus groups and other self-evaluation tools to drive improvement.</li></ul> |
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## 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 a wide range of appropriate 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 S3-6 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 planning of learning experiences for P7 curricular visits ensures a good level of coherence of learning. Our cluster transition programme offers a rich programme of activities and S1 parent feedback this session is 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, Health &amp; Wellbeing and ICT 15 in light of Education Scotland key inspection findings, and the local authority review of the Broad General Education, in order to ensure progression, increase pace and through more consistent use of student feedback on courses across all faculties to inform improvements in programmes and courses</li> <li>✓ Support faculties in their development of Learner progress files focusing on progress, attainment and achievement data</li> <li>✓ Introduce new Target Setting reports for S1-3 across the school to provide better information for parents / carers on their child's progress</li> <li>✓ Embed awareness and understanding of INSIGHT in order to further develop curriculum</li> <li>✓ Develop the S4-6 curriculum by evaluating and improving the N4/5 courses and implement new Higher and Advanced Higher courses in line with emerging national advice.</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>✓ Implement and evaluate our systematic recording of Wider Achievement S1-6</li> <li>✓ Improve the use of portfolios S1-6</li> <li>✓ Continue to develop staff capacity in HWB across Learning as a responsibility of all through in-house CPD focused on different aspects of the Growing Confidence Programme</li> </ul>

## 5.9 Improvement through self-evaluation

<p><b>Commitment to self-evaluation</b></p>	<p>Our strategic vision continues to place learning and teaching and the needs and achievements of learners at the heart of improvement planning. We have a strong culture of staff collaboration and commitment to CPD and PRD that will improve outcomes for students. Staff Improvement Groups (last year focusing on Learning and Teaching, Senior Phase Curriculum, Literacy, Numeracy and Health and Wellbeing) made good progress, and led staff In Service, for example in January, with a focus on resilience-building, and in May, with the introduction of a Senior Phase Global Citizenship IDL approach. The work of the Student Council again impacted positively on school improvement in areas such as establishing a student council webpage, participating in school self-evaluation including of use of iPads, and improvements to Student Choice Awards. Feedback from CEC student surveys remains hugely encouraging, with percentages of students involved very high compared to other schools, and findings extremely validating, eg our S2 anti-bullying student returns remain consistently higher than the CEC average, and of over 200 students surveyed, 100% feel they have opportunities to use creativity in their learning. Faculty leaders are improving use of Student Focus Groups and surveys to understand better and improve the student learning experience. At the start of the 2015-16 session we will review and evaluate our third term Meaningful May and Senior Phase time tabling/coursing experiences.</p>
<p><b>Management of self-evaluation</b></p>	<p>Student feedback at classroom level continues to be a priority. Our ASN student focus group yielded very positive results and particularly in regard to the school making a positive difference to students' lives. Student-led Learning Rounds developed our student voice and led to...The improvement plan is based on the results of student and parental surveys.</p> <p>Pupil Support undertook a CEC Survey Monkey to elicit feedback from partners including Place2Be, SkillForce and CLD. This was very positive and was used to plan for next session.</p> <p>Our Digital Learning Co-ordinator's Survey Monkey of student use of 1:1 devices revealed very high levels of satisfaction with iPads. This innovative approach shown to enhance students' learning is valued by students. The use of a Common Faculty QA Calendar was developed and led to more consistency in approaches. Professional Record, PRD and Professional Update on GTCS has been embedded across the school.</p>

<p><b>School improvement</b></p>	<p>Our improvement strategies have contributed to steady increases in attainment and achievement in a number of areas. The impact of improvement strategies on improving ethos have been significant, with a high number of students working in partnership with local charities and organisations. All of S1 take part in the Junior Award Scheme Scotland projects and all s5 students have been linked to local charities through YPI. Students complete e-portfolios to record their achievement and Survey Monkey is being used to track this now. Students are supported through business partnerships including mentoring and Career Ready. The mentoring programme supports students to achieve their potential and has had impact on attainment and student satisfaction. This has led to increased exam success for many young people. Student achievement is celebrated in a number of ways including assemblies, award ceremonies and events. The use of focus groups, questionnaires and feedback will contribute to the Improvement Plan for this session.</p>
<p><b>What are we going to do next?</b></p>	<ul style="list-style-type: none"> <li>• Review and further improve approaches to self-evaluation with students and parents.</li> <li>• Review the self-evaluation policy 2013/14.</li> <li>• Explore ways to obtain further rich feedback from partners</li> <li>• Collegiate training to raise awareness of self-evaluation strategies</li> <li>• Continue to develop the capacity of middle leaders with targeted CPD and opportunities.</li> <li>• Develop Learning Rounds as a Transition model to support staff CPD and understanding of standards across sectors.</li> </ul>

# Improvement Plan

## 3. Key areas for school improvement -

Priority 1 - Attainment	Overall Responsibility H Kinnear	QIs 1.1, 2.1, 5.6, 5.7, 4.2
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**Outcome A:** Improve Outcomes for Learners (Attainment and Positive Destinations)

**Impact on learners:** Improved Attainment and Achievement levels

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Implement the Assessment Policy revised last session (by Tom Rae and an SLWG)	AB and Leadership Team	Policy to come to us from TR – not in place so needs to be written.	ASAP	In place for 2015-16 session Not forthcoming although draft found. Not what CLs wanted. SLWG formed and an initial plan formed.
Establish an Attainment Improvement Group	HK	SQIP, 1:1 meetings, Leadership Opportunities, CAT programme.	In time for first CAT Improvement Groups – 2 <sup>nd</sup> October 2015.	In place by 2 <sup>nd</sup> October 2015. Group have met x 2 with third meeting tomorrow.
Year-long and whole school focus on improving understanding of and application of information gleaned from INSIGHT and other sources: <ol style="list-style-type: none"> <li>1. Share with all teaching staff data received in regard to attainment (INSIGHT, Fyfe, CEC)</li> <li>2. Share information on main areas of attainment analysis, ie boys, girls,</li> </ol>	HK  CLs & HK	1.1 Timeline, 1.1 Template and support materials (JP), Fyfe data, Insight data. Attainment Report, supporting materials and timeline.  Attainment Meetings	August in-service 1.1 Timeline dates Attainment meetings – October	Data shared at in-service day and both whole school and faculty attainment meetings.  Further data shared following analysis.  SIMD information not yet shared beyond Rafa group. Agenda item for next CLs

lowest achieving 20%, LAC, EAL, Young Carers...) 3. CPD for all staff on intelligent use of attainment data as required:	HK & JP	QIO input and paperwork – see HT Blog CAT session on Fyfe and Insight	4 <sup>th</sup> September 2015 1.1 support as required CL meetings – see calendar.	meeting and used to inform next round of attainment meetings.  Session provided by QIO with follow up session as requested.  Once Insight updated Feb further CPD to be offered.
Each faculty and department to identify any comparator school learning they wish to pursue or additional CPD required.	CLs	FM time, CPD budget, cover budget.	By end of September	A Programme of visits and/or CPD in place.  No requests – due to high demands on cover and staffing last term? Promote in summer term?
Create a calendar for faculty attainment reviews	HK and CLs	FM and Leadership Meeting time	By end of September	Calendar in place – Initial 1:1, first full attainment meeting and second in the diary. Third meetings not in calendar yet.
Conduct attainment reviews attended by HT, ST link and members of Faculty as agreed.	HK, ST links and faculty staff	Dedicated meeting times	In first and second school terms	Meetings have taken place, with agreed action points (which will be revisited)
Conduct 1:1 interviews with all staff to gain overview of issues impacting on attainment.	HK	Dedicated meeting times.	By end of September.	Meetings have taken place. Information shared with staff.
Faculty improvement plans to be revised to reflect learning from results and data analysis	CLs and ST Links	FM and CLs' management time	By end of September (in line with whole school 1.1 Improvement Planning)	Revised Faculty Plans submitted to HT

Engage in RaFa to improve outcomes for learners and close the attainment gap.	HK, LB & KD	RaFa plan and Driver Diagram. RaFa Support days. Planning time	By end of session	Group established. Driver diagram complete. Variety of actions tested and explored. Recording of actions taken. Engagement and attainment of identified group.
Increase parental engagement with regard to improving attainment.	HK, ST, RaFa, Attainment Group	RaFa Driver Diagram. Improvement Group Meeting Time. Parental input to Improvement Group Support events for parents/carers as developed by staff.	Ongoing	Parental feedback – questionnaires and focus groups. Attendance at Parents' Evenings and Support events. Input to school plans Input to Improvement Group
Renew focus on improving attendance and punctuality (also now in SfP/SfL Plan)	JR SfP Leaders  SfP	Year Group Assemblies  OC to meet with MN and YM to discuss codes and confirm up-to-date codes and remove anomalies.  RR to develop re-launch attendance drive including extra focus on S4	August re-start / Jan restart  Jan - March	All Assemblies have taken place with emphasis on expectations in regard to attendance and punctuality  Weekly focus in PSE and those on track praised and eligible for attendance draw

		LM to look at S3 students who are just below 90% and might influence whole school figures.		
To continue to support and challenge Faculties	HK/CLs	Initial 1:1 Attainment feedback meetings.	August/September	Meetings have taken place. Plans and action points for all.
Liaise with faculties in regard to the timing and 'success target content' of Attainment Meetings 2 and 3	ST Links	Attainment review meetings x 3; 1-2 hours per faculty as required  Faculty Meeting Time		Details to be in place in appropriate calendars – see above.
Review Mentoring approaches in line with RaFa and feedback/data available.	HK, ST, KD & LB.	RaFa meeting time and Driver Diagram. Discussion between ST and SfP / SfL	September until November when Mentoring will start.	Mentoring reviewing and led by staff professional knowledge and partnering up of students based on relationships.
To refine monitoring and tracking systems for targeted groups.	HK & SLT (Support Team & 16+)	Spreadsheets, Datahub, SEEMIS - models used in other schools including RHS. Meeting time. Time for development.	Over the course of the session.	Basic database established as starting point for all.  Support Team? 16+?  Consideration given to RH model – decision to postpone until capacity to develop.
Build on Home Learning progress made last session	HK & Attainment Group	Meeting time, questionnaires, ICT, video,	Parents' evenings Assemblies Throughout the year	Questionnaire devised and used. Feedback used to inform changes to communication and sharing of information. Student and parent focus group informing development of study section of website.

<p>Improve Positive Destinations in line with CEC expectations.</p>	<p>AB, 16+ Group, staff.</p>	<p>16+ meeting time and plan. Improvement Group time and plans. Use of Insight and other relevant data</p> <p>Tuesday House Meetings</p>	<p>Ongoing</p> <p>February uplift for Insight</p>	<p>Consider SLDR info; might Monica Hoenigmann be able to help identify ways of 'more forensically' analysing 16+ data, and further supporting young people?</p> <p>To be an item on a THS 16+ meeting...?</p> <p>Review/analyse</p>
<p>Implement use of One Note for tracking Attainment and Wider Achievement</p>	<p>JR &amp; PSL</p>			<p>All staff briefed and encouraged to use One Note actively with students Jan 2016</p> <p>All S1-4 students have One Note</p>

**Outcome B:**

**Impact on learners: Achievement, Progress at BGE**

Further refine whole school tracking of achievement.	JR/PSLs	Evaluate use of Survey Monkey. Further Develop system as appropriate. Meeting time.		<p>Survey Monkey prepared and trialled.                  Not full completion by all students yet due to licence renewal issues with CEC finance</p> <p>Overview of data to identify gaps</p>
Further develop wider achievement opportunities (S4-S6)	AB	Liaise with staff and partners to find opportunities for students. Identify gaps through audit of current uptake – Survey Monkey.		<p>Ongoing, for example through Blue Sky Thinking consultation, and consultation with partners :</p> <ul style="list-style-type: none"> <li>• AB has visited Redhall School, and outlined potential opportunities to SLT</li> <li>• AB met 14 Jan with Kirsty McFedries of Morrison Construction (with curriculum in mind, primarily)</li> <li>• AB will revisit partnership with Scottish Building Society (this is linked with positive destinations as well as WA)</li> <li>• There has been a recent approach from St Columba’s Hospice (new shop in Dalry Road) which could prove very helpful...</li> <li>• Survey Monkey audit delayed due to difficulties with Survey Monkey licence</li> </ul>

<b>Priority 2 – Learners’ Experiences</b>	<b>Overall Responsibility</b> <b>A Bell (Jenni Robertson and ICT group)</b>	<b>QIs</b> <b>2.1</b>
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Outcome: To support improvements in consistency of approach in Learning and Teaching

Impact on learners: Learners are motivated, eager participants in their learning/Learners make good progress in their learning

<b>Tasks</b>	<b>By Whom</b>	<b>Resources</b>	<b>Timescale</b>	<b>Progress/evaluation of task</b>
<p><b>Continue to share L&amp;T good practice during school year</b></p> <p><b>Continue to roll out, embed and develop the use of 1:1 technologies</b></p>	<p>All staff led by AB</p> <p>J Rob and ICT Improvement Group</p>	<p>In-service days, CAT sessions, lunchtimes etc.</p> <p>Attainment Group meeting time and Action Plan. Cover as necessary, time to disseminate findings to staff, ST, CL meetings and FM</p> <p>In-service day slots</p>	<p>August</p> <p>October</p> <p>January</p> <p>May</p>	<p>Always ‘light touch’ (and very effective) EdTech input at IS days, with the focus on L&amp;T</p> <p>‘November Nuggets’ is an example of other ‘light touch’ approaches to developing knowledge and use of digital technologies</p> <p>Awareness raising of One Note (one tool in the tool bag)</p> <p>S1, S2, S3, S4 students now all have digital portfolios that they are encourage by all staff to update and maintain</p> <p>All staff are using technology to enhance L&amp;T</p> <p>EdTech Working Group set up, and one of the focus areas is a digital learning day in the summer term to involve parents and the wider community</p> <p>Yes – see ICT IG minutes.</p>

<b>Linked to CEC Active Learning survey, produce a 'Ways of Learning?' poster for display in all classrooms</b>	KD, Wider Opportunities student group, Student Council	Cover, as necessary, to meet with S2 students, reprographic resources	June	<b>Not yet tackled... For next Student Council meeting..? Not possible due to staff absence.</b>
<b>Develop student presence on website</b>	JR & ICT Improvement group, Wider Opportunities student group.	First Improvement Group meeting, cover as necessary for time to meet with JRo, ST, CL meetings	Ongoing	<p>Student Council presence to be reviewed and enhanced (MT, AB, JRo and Student Council); (Jenni now has photos taken in September!)</p> <p>Parents/students have provided feedback for development of school website and study area.</p>

**Outcome B:** To increase students' participation in their own learning including Home Study

**Impact on learners:** To increase motivation and engagement; raise attainment and achievement

<b>Continue to implement support to further engage students in Home Learning e.g. iTunes U, Edmodo etc</b>	SLT, Student Council, ICT group, Focus Groups, J Ro	<b>First Improvement Group meeting, cover, as necessary, to meet with WA students and Student Council. ST and CLs meetings, Parents' Evenings.</b>	<b>Throughout the session.</b>	<p><b>Proceeding through various other groups, eg RAFA and attainment..?</b></p> <p><b>A wealth of Study Support resources are about to be placed on the school website (THS branding to be added) See ICT IG plan and minutes.</b></p> <p><b>See development of Website.</b></p>
<b>Develop a way of gathering parents' views through questionnaires and focus groups.</b>	HK & Raising Attainment Group, Parent Council.	Meeting time, questionnaires, survey monkey.	Pilot in advance of target setting information evening	Questionnaires issued and information analysed and used to inform improvements.

				Parental focus group met and feedback used to inform improvement.
<b>Hold an information evening for parents on target setting and/or other sessions highlighted through feedback</b>	HK & Raising Attainment Group.	First Improvement Group meeting, ST and CLs meetings	See calendar	Decision made not to do this due to feedback in questionnaires.
<b>Develop and publish faculty films for school website to share expectations regarding study and success.</b>	CLs and volunteers from Attainment Group & wider school.	CLs, students, Attainment Group, J Ro, ST meetings, CL meetings, time to produce as necessary.	Pilot for first parents' evening – senior phase.	This has not yet been completed although other relevant films are being used for study preparation.

<b>Priority 3 - Meeting Learners' Needs</b>	<b>Overall Responsibility</b> J Ramsay	<b>QIs 5.3</b>
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<b>Outcome A:</b>	To fulfil the potential of all our students			
<b>Impact on learners:</b>	To further improve enjoyment, attainment and achievement			
<b>Tasks</b>	<b>By Whom</b>	<b>Resources</b>	<b>Timescale</b>	<b>Progress/evaluation of task</b>
Ensure consistency of approach to streamlined integrated Child Planning approaches in line with Getting it Right	JR with SfP and SfL leaders	1 x monthly 30 minute sharing practice slot at Student Support Team meeting	Sept 2015 -May 2016	<p>Monthly TATC meeting introduced. Attendance from all partners good, providing opportunities for cross-agency links.</p> <p>Filing systems reviewed and updated in line with CEC guidance</p> <p>Cluster inclusion making progress</p> <p>Sharing practice taking place OC to LM &amp; RR, but not discussed at SS team slot</p>
Review the pace and challenge of the BGE in S1-3 for all learners across the 4 contexts of learning including EAL, Bottom 20%, LAC & Young Carers and also including next steps with our 'Perceptions of Young People with Disability-Related ASN	V Cheung with CLs & L Feneseey/ J Hutchison	EAL liaison time 1x1hr CL meetings	Sept/Nov/Feb	<p>Update Year Group profiles</p> <p>Update S1-6 Most Able group by faculty</p> <p>Update Bottom 20% database, including LAC and Young Carers</p> <p>Share profiles and data base and expectations of differentiation with CLs</p>
	VC with identified facilitators	1 hour planning time	Sept-April	

<p>Build on the success of Growing Confidence CPD for staff to improve emotional support for students as part of HWB and thereby promote inclusion.</p> <p>Raise staff awareness of their role as a corporate parent</p> <p>Offer Raising Teens with Confidence programme to parents / carers</p>	<p>JR with Growing Confidence trained staff</p> <p>VC &amp; PSAs</p> <p>HWB IG</p> <p>JR / VC</p> <p>JR OC with M Page</p>	<p>3 x 2 hours GC training for third group of staff</p> <p>monthly PSA meeting time</p> <p>3x 1.5 hrs IG meetings Oct, Nov, March</p> <p>45 mins I/S day</p> <p>6x 2 hrs sessions</p>	<p>Dates TBC</p> <p>14 Aug 2015</p> <p>Oct-Dec 2015</p>	<p>Not yet</p> <p>PSA reports generating rich evidence of impact of GC in classrooms. This is added to individual student reports.</p> <p>Completed on Aug I/S 2015</p> <p>Course took place Nov 2015. 12 parents attended. Very positive feedback.</p>
<p>Streamline our range of partnerships, to ensure we meet the needs of our students</p>	<p>JR / SfP/ SfL with PSG team</p>	<p>1 x Student Support meeting</p> <p>Monthly review at Year Head meetings</p>	<p>August</p> <p>Sept-May</p>	<p>Not yet</p> <p>SkillForce / Green Team / Spartans FC / CLD mentoring students selected and their targets identified</p> <p>Progress with targets reviewed termly at YH</p>

<b>Outcome B:</b> To improve the literacy levels of all our students <b>Impact on learners:</b> To raise attainment through increased ability to access the curriculum				
Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Improve the consistency of writing in BGE across all curricular areas by introducing a focused writing programme for all S1-3	LB/ VC /JR	3 x 60 minutes update meetings	Aug - May	Programme introduced in English JR/VC/LB yet to meet to discuss impact

Priority 4 – Curriculum	Overall Responsibility J Ramsay/A Bell	QIs 5.1 January 2015
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Outcome A: To progress towards full implementation of CfE in S1-6 Impact on learners: To ensure the curriculum meets the needs of all learners and that student entitlements for BGE and Senior Phase are in place				
<b>Tasks</b>	<b>By Whom</b>	<b>Resources</b>	<b>Timescale</b>	<b>Progress/evaluation of task</b>
Introduce new target setting reports S1-3 across all faculties in line with faculty 'passport' developments	JR with CLs	2x2 hour Faculty CAT time  CL meeting sharing practice item	21/8 & 18/9  18/8	Reports successfully introduced Evaluations completed and to be discussed at ST 21 Jan or Leadership meeting. JR to form SLWG to collate
Evaluate the implementation of the new qualifications in S4 and S5	AB with CLs	CL meeting item 3 x 60 minutes subject leaders' meetings 2 x NSG meetings 1 hour Faculty CAT time Student focus group feedback	17/9 & 21/10; Term 1/2/3  13/11; 27/5 18/9	Amendments to courses and programmes evident in teaching planning and delivery  August IS time and Oct IS am - Higher and AH CEC morning Faculty Meetings Attendance by CLs and some other staff at Understanding Standards events Attendance at other SQA events Faculty Attainment Meetings (attended by HK, Faculties, Link ST) September and again February 2016
Prepare for the implementation of the new Higher and Advanced Higher courses	AB with CLs	Half day I/S day	20/10	Blue Sky Thinking for 2016-17 returns completed by CLs and Faculties Jan 2016 and currently under SLT strategic discussion

<p><b>DYW – Develop Partnerships including those at Career Fair following an audit of current provision.</b></p>	<p>AB, RR &amp; DYW Improvement Group</p>	<p>Planning and meeting time. Audit tool. Career Fair. Market Place.</p>	<p>Oct/Nov</p>	<p>Meetings have taken place, and progress has been made (see initial Action Plan and notes of Oct, Nov and Jan meetings)...</p> <p>CG has issued audit tool to CLs</p> <p>AB attended Market Place In Service</p> <p>A Careers Fair took place in school and has been evaluated</p> <p>AB met with Kirsty McFedries of Morrison Construction, and ideas for 2016-17 will be incorporated in Blue Sky Thinking discussions (might include Employability and Construction)</p> <p>Construction Challenge - DR</p> <p>ZEST – 2 students undertaking this in 2015016</p> <p>Consideration of use of Community Desk underway in regard to Health, Community, Personal Safety, Positive Destinations and ICT</p> <p>Partners to be invited as previously to contribute to Meaningful May (3)</p>
<p><b>Raise awareness of and encourage uptake in STEM areas.</b></p>	<p>WS &amp; DYW Improvement Group.</p>	<p>Planning and meeting time. Visits to other schools. Action Plan.</p>	<p>Oct - Jan</p>	<p>See above, and also the range of opportunities which have been picked up by the group and WS in particular...</p> <p>Opportunities are noted in the 'dynamic Minutes' of DYW IG meetings</p>

				<p>Cluster Working currently in connection with Polar Academy</p> <p>A Go Forth Challenge kit ordered by AB</p> <p>Future thinking – STEM to be a discreet area on our school website?</p>
<p><b>Improve communication to improve uptake of senior phase opportunities.</b></p>	<p>CGr &amp; CMcG</p>	<p>School website (Positive Destination area) Video Time</p>	<p>Oct - Dec</p>	<p>CGr and CMcG have reviewed the school website's Positive Destinations section, and recommended improvements...</p> <p>Case Studies are work in progress (may be linked to SQA's own Case Studies)</p> <p>Edinburgh Guarantee continues to be promoted through our school website</p> <p>SAAS information has been added to the Positive Destinations section of our website</p> <p>AB is to more comprehensively review and update this section</p>
<p><b>Monitor the implementation of our system for tracking of WA</b></p> <p><b>Introduction of One Note portfolios for all S1-4 students.</b></p>	<p>JR with SfPLs</p> <p>JR with JRo and SfP</p>	<p>Student Support team meeting time 30 mins Survey Monkey completion time for all students in PSE</p> <p>Class preparation time Staff awareness raising time</p> <p>Staff support of student completion</p>	<p>Monthly</p> <p>September and March</p> <p>Dec 2015 Jan I/S 2016</p> <p>Jan 2016-May 2016</p>	<p>Survey Monkey prepared and trialed. Not full completion by all students yet due to licence renewal issues with CEC finance</p> <p>Completed Completed</p> <p>Beginning</p>

## 5. Summary of evaluations against key indicators

Evaluation key:

<b>Level 6</b>	<b>Excellent</b>	<b>Outstanding or sector leading</b>
<b>Level 5</b>	<b>Very Good</b>	<b>Major strengths</b>
<b>Level 4</b>	<b>Good</b>	<b>Important strengths with areas for improvement</b>
<b>Level 3</b>	<b>Satisfactory</b>	<b>Strengths just outweigh weaknesses</b>
<b>Level 2</b>	<b>Weak</b>	<b>Important weaknesses</b>
<b>Level 1</b>	<b>Unsatisfactory</b>	<b>Major weaknesses</b>

<b>QI</b>		<b>Evaluation</b>
1.1	Improvements in performance	
2.1	Learners' experiences	
5.3	Meeting learners' needs	
5.1	The curriculum	
5.9	Improvement through self evaluation	