



CHILDREN AND FAMILIES

Standards, Quality and Improvement Plan for Tynecastle High School



Tynecastle CARES

Standards and Quality Report for session: 2015-2016
Improvement Plan for session: 2016-2017

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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 five 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 STEM are a key area for us as a school. We are currently invited to apply for Apple Innovation Programme status, and in the session ahead all students S3 – S6 will have 1:1 devices to support learning for the third year running.

We strive for high academic performance, with a number of students in recent years accepted by prestigious universities, as well as achieving Apprentice of the Year, or accepted into key employment vacancies. 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: <http://www.tynecastle.edin.sch.uk/>.

2. School's self evaluation

1.1 Improvements in performance

Standards of attainment over time	Overall quality of learners' achievement	Impact of improvement plan
<p>Attainment levels in literacy and numeracy continue to improve with a 5 year positive trend in S2 Maths / Numeracy and some improvement in English / Literacy. Improvements in % of S3 attainment at Third Level is very strong for Reading, Writing and Numeracy this session. The percentage of the roll achieving Fourth Level is also extremely positive in all areas. Our work on understanding standards as well as raising attainment has had impact on these improvements. The % of students attaining Numeracy @ L3 and L4 has improved at all stages and outperforms our virtual comparator. There are significant improvements in standards over time for S4 in particular with a 5 year positive trend at L4. Added to this, the % of students achieving L5 and L6 out performs our virtual comparator by the end of S6. Trends over time show good progress in several areas with improved numbers of young people achieving 5 @ National 5 by the end of S4 and 1, 3 and 5 Highers as well as one Advanced Higher by the end of S6. We continue to work with partners to ensure that all young people move on to a Positive Destination and the impact of this can be seen in our improved figures for this session. Our work on RAFA, Parental Engagement and Growth Mindset have had impact and we continue to focus on this work to ensure that all young people are striving for excellence.</p> <p>Students continue to benefit from a wide range of vocational initiatives including JET, JET+, Work Experience, Career Ready, Skillforce, ZEST, Spartans 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. MVP, Cool, Calm and Connected, Buddying and Paired Reading are just a few examples of opportunities for senior students to develop leadership skills. An extensive range of after school and Wednesday lunchtime activities are offered, eg. Art Club, Chess Club, Feminist Club, Table Tennis, Football and Fencing. Debating Club became a new addition to after school clubs and have provided opportunities to succeed for young people both locally and nationally. S1 JASS, S2 opportunities for cycling, climbing and surfing and then John Muir in S3 ensure outdoor learning experiences for young people and success through the BGE.</p> <p>Winner of the Winter Windows Competition, runner up in the John Byrne Drawing Award and finalist in the Gallipoli Writing competition; winner of the Poetry by Heart completion and only Scottish finalists in the Debate Mate national competition – our students continue to achieve success in a variety of settings. The Performance Faculty continues to offer opportunity for achievement through the annual Pantomime but has built on this success to offer an annual Performance Showcase, where cluster achievements are shared and celebrated. The Polar Expedition, World Challenge to Tanzania, Science Trip to Florida, Dance trip to London and Lessons from Aushwitz educational visit were all opportunities afforded our students for achievement beyond the classroom. A large number of curricular and field visits within our city and surrounding area were also provided to provide quality experiences for our students. A growing number of students have been achieving success through Duke of Edinburgh Award at Bronze, Silver and Gold, with enhanced outdoor learning this session to further develop numbers in this area and particularly for our targeted groups.</p>		

What are we going to do next?

- Launch our new monitoring and tracking system October 2016.
- Develop expertise in use of new system to focus on targeted groups.
- Further develop staff confidence and expertise in use of Insight, building on CPD delivered to date.
- Further engage parents/carers in more meaningful partnerships to support their child's attainment.
- Curriculum Review completed by December 2016 with a focus on curricular provision and pathways to raise attainment.
- The development of an aspirational presentation policy ensuring that all young are being challenged.
- Strategic focus on NIF priorities embedded in the school improvement plan.
- Scottish Innovation Fund Project focusing on Growth Mindset for students, staff and carers to impact on aspirations and work ethic.
- Focus on L&T through SCE and Faculty Reviews to ensure high quality learning experiences for all young people.
- Aspirational and inspirational learning experiences embedded in the curriculum at all stages.
- Looking inwards, outwards and forwards approach to use of data, sharing of good practice and learning from others, embedded at all stages.

2.1 - Learners' Experiences

Learners are motivated, eager participants in their learning.	Learners make good progress in their learning.	Learners know their views are sought and acted upon. They feel valued.	Learners feel safe, nurtured, healthy, achieving, active, included, respected.
<p>Most students are very well engaged in most lessons. Staff are aware of the school's priority of learning and teaching. This has had a positive impact on the consistency and quality of learners' experiences. There is a culture of on-going professional dialogue, which focusses on improving Learning and Teaching. Staff regularly reflect on and share their practice which supports them to enhance the quality of learners' experiences. A range of learning approaches are used eg Cooperative, active learning, using Smart boards, role plays, in class debates, which give students opportunities for different roles in group work, leadership, delegation. Students have many opportunities to work together and independently during lessons. Students have opportunities to lead aspects of their learning, confidently share their ideas and support each other. Students access 'bespoke' learning and study materials which make use of new technologies. S3-6 students are motivated and keen to learn using their iPads. Considerable developments in student use of 1:1 devices and a huge variety of apps eg iTunes U, iMovie, and Edmodo (S3-S6). Opportunities for out of class study support in many subjects making use of 1:1 devices. Students know that teachers will give extra support if needed after school and make use of eg Edmodo out of hours to seek advice.</p> <p>Students work with their teachers to set learning goals in S1-3 and these are reviewed throughout the year. Students in S4-6 are aware of their own strengths and how to improve them. Class work is differentiated which allows students to make suitable progress from prior levels. Learners are aware of their progress and strengths from high quality feedback both informally & through formal procedures. S1-3 students have ownership of their own e-portfolios using One Note. Staff make use of the detailed profiles provided by SfP and SfL leaders when planning learning activities. Staff review, evaluate and develop courses and programmes to ensure that they meet the learners' needs in S1-3. Lessons are planned to incorporate a variety of approaches and meet the needs of the students. Students are presented for the courses and exams in which they can best succeed. Students receive very good advice in regard to coursing for the next school session. Several faculties have begun to interrogate and make good use of INSIGHT and SIMD data.</p> <p>Almost all students can speak confidently about their views. Students are prepared to talk openly about how they are treated in class. Staff seek the views of students and use them to reflect on their work. Students consistently review their own and their peers' learning. Students approach staff to discuss issues openly. Feedback through student council for whole school issues. Global Citizenship is being further developed in regard to student participation and views. Students are appreciative of the range of support and revision resources available online.</p> <p>Students willingly assume positions of responsibility and contribute to the life of the school and the community. Students' views are sought and hence contribute to making them feel valued. Sophisticated "Options' and 'Timetabler' packages used to maximise curricular individualisation and choice. High attendance, especially S1-3, in extra-curricular clubs. Learners' experiences are enhanced through a wide range of opportunities to achieve beyond the classroom. A Healthy Religious Observation programme has been successfully established. All students are treated equally, and there are high expectations for all learners. Support is in place in many subjects for those with Additional Support Needs – setting helps this. Very positive staff-student relationships. Overall students enjoy learning at Tynecastle and feel they are treated with fairness and respect. Students are proud of their school and identify strongly with it.</p>			

What are we going to do next?

Continue to promote active learning in BGE in particular. Continue to evaluate and further develop in-school profile of senior students supporting junior students in their learning. Complete evaluation of the pace and challenge of learners' experiences in BGE. Share existing good practice across all to improve attainment within BGE. Further develop the provision and use of differentiated materials and increase the variety of tasks offered to ensure that all students (including the least and most able) are actively involved; revisit Blooms and questioning? Continue to develop the use of iPads with classes, particularly S3, to ensure students have access to high quality and relevant experiences in all faculties. Further improve home study making more use of 1:1 technologies where appropriate. Continue to build on parental engagement with Home Learning. Give delivery of high quality L&T and pedagogy a high profile at PRD meetings in line with GTCs professional standards. Continue to build on the provision of personalisation and choice. Faculties to develop partnership links in order to enhance the relevance and enjoyment of courses both in BGE and Senior Phase, and the profiles of STEM, DYW and Positive Destinations. Work closely with parents to develop ways of sharing knowledge and expertise in regard to digital L&T advances. Establish Key whole school priorities for L&T. Share with teaching staff clear expectations of minimum standards of L&T (including use of IT, and a re-visiting of LIs and sharing SC). Establish a CPD programme to support these priorities and expectations. Establish a programme of SCE to support these priorities and expectations. Increase opportunities for student feedback. Increase parental engagement, understanding and ability to help children. Increase the opportunities for parental feedback.

Further develop and embed recording of wider achievement and use of Personal Profiles. Consolidate good practice in providing a systematic approach to tracking progress, incorporating staff-student learning conversations. Continue to develop the use of technology to support learning and teaching using the support of our innovation specialist. Introduce Senior Phase Pathway Planning sheets (viewed on Liberton HS website) to allow students and parents to plan ahead in regard to courses to be taken in various school years. Continue to offer cohort-specific courses for students in the Senior Phase to provide opportunities for all to achieve eg N3 courses, N4 Lifeskills Maths, Languages for Life and other short courses. More use of support materials eg glossaries, scaffold sheets for students at early language acquisition stages (EAL) to help accelerate knowledge of technical vocabulary. Increase level of challenge in some S3 courses as better preparation for Senior Phase.

Continue to embed the Passport approach in BGE. Continue to embed Literacy, Numeracy and ICT in BGE courses. Continue to embed and develop use of intelligence and data, eg INSIGHT and SIMD. Develop 'the Skills Agenda'. Continue to develop our 'parent partnership working' in order to both impart information and glean views.

Share with parents technological approaches to learning and teaching including home study.

Continue to promote communication of Student Council work and achievements. Increase range, consistency and frequency of student feedback across faculties. Develop student focus groups to improve students' ability to influence content and delivery of courses. Increase student presence on website (ie as a modern version of old-style student publications). Increase the use of student focus groups, both within faculties, and on a whole school basis.

Continue to develop partnerships to support young people. Continue to grow student confidence particularly in relation to Performance areas such as singing and dancing. Generally grow 'student leadership' by offering 'pockets of responsibility'. Identify more 'out of classroom' activities as time allows and opportunities present themselves. Focus anew on improving student attendance. RO Assemblies to be revisited and further developed.

5.3 - Meeting Learning Needs

Tasks, activities and resources	Identification of learning needs	The roles of teachers and specialist staff	Meeting and implementing the requirements of legislation
<p>Staff are committed to the welfare and achievement of our students. They work hard to ensure that they meet the needs of all, including the most vulnerable. Almost all plan differentiated tasks, incorporating a range of learning and teaching activities using resources which take appropriate account of varying learning needs and abilities. This allows all young people to progress in their learning and help to develop student self-esteem and confidence. Active Learning continues to increase. Teachers plan ICT use well, particularly in S3-6 through iPads. Young people who require additional support are very well supported. This includes identified support areas at break and lunch times. This provides vulnerable learners with a nurturing environment and increases their confidence. ICT provides extra helpful information for young people with English as a second language. ICT support for SQA exams is also available to all students with additional needs, including use by EAL students. The Broad General Education is delivered to all S1-3 students and courses, tasks and resources reflect level 3 and 4 opportunities. Flexible timetabling in S3-6 supports a positive curricular experience for all students. Additional study support available in a number of faculties and many staff offer Wednesday lunchtime clubs to support students. Supported study classes run during the Easter break. Good use is made of SEEMIS tracking information at classroom, faculty, Student Support and whole school level. Staff use this as a tool to support and challenge in order to raise expectations and attainment among students. SfL regularly share quality data with all staff and robust systems are in place to ensure this is updated. Staff know and care for students very well. 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. The support base is available to students who need additional support both academically and emotionally. Staff have been supported in developing their expertise in addressing the mental and emotional wellbeing of our students through the Growing Confidence Programme and Restorative Practice. This has an impact on raising awareness among staff, students and parents of the importance of good mental and emotional wellbeing in our young people.</p> <p>Strong systems in place to identify those at risk through rigorous use of Getting It Right procedures. The Student Support team regularly pass on information to teachers and update this following reviews and parent consultation evenings. Following child planning meetings, there are robust procedures in place to keep staff up to date. The Student Support team are proactive in seeking expertise from other professionals such as Ed psych, EWO, social work, CAMHS, VTSS, HOTS, Campus Liaison Officer, Youth Offending Service to ensure individual needs are assessed and effectively met. As part of the 16+ group, the Activity Agreement Advisor have provided direction and support for students. Student support staff liaise closely with primary colleagues to ensure a smooth transition from P7 to S1. Support for students during transition, throughout S1 and beyond if needed is very strong. Literacy and numeracy NEFR levels are shared with SfL, Maths and English staff to ensure appropriate support is available.</p> <p>All learning support staff including PSAs have an in-depth knowledge of young people's learning needs. They use this to help improve the life chances of any young person who requires additional support. The effective deployment of support staff and other resources facilitates inclusion. Weekly dedicated time is allocated to our attendance initiative. All staff share a common understanding of their collective responsibility for addressing learners' needs. Staff take positive and proactive steps to meet the learning, personal and social development needs of all young people. They place a high priority on supporting</p>			

young people's mental and emotional wellbeing and have developed a culture of ambition, high expectations and achievement for all young people. Staff work with a wide range of Pupil Support Assistants and make effective use of their expertise. We have excellent links with visiting specialists / agencies including Ed Psych and VTSS and their advice is communicated effectively to staff by SfL. This contributes effectively towards meeting learners' needs. The learning environment in the school is supportive with appropriate and effective use made of the support base. Additional staffing to support Learning Base and attendance initiatives have been put in place.

A number of our senior students benefit from targeted mentoring focused on supporting improved attainment. Staff give willingly of their time to work 1:1 with identified individuals. Specialist staff have an input to ISIS / professional learning opportunities eg speech and language supporting literacy work. Strong partnerships exist within the curriculum such as SkillForce, Place2Be, LEAPS, Career Ready in which specialist staff work with the school to raise the expectations and motivation levels of the students. Opportunities for wider achievement through specialist support groups such as The Green Team enhances engagement with the formal curriculum. Place2Be offer support and counselling to S1-3 students as appropriate. CLD mentor students 1:1 to support the most vulnerable and accompany and support students on Outdoor Learning programmes. Our PSAs are greatly involved in the wider life of the school and have a high profile with the students.

Young Person's plans are in place for all those young people who require targeted and co-ordinated support. Appropriate trigger systems are in place to ensure that new Plans are put in place for those who need them. Information is gathered from staff prior to Young Person's Planning review meetings and the views of the student and parents are sought for inclusion in the updated plans. There is a regular programme of review of the plans. Review meetings involve the student, parent, SfP, SfL and any appropriate specialist staff. Monitoring of ASN needs by SfL Leader effective (all stakeholders involved). There are clear long and short term targets and these are shared with all staff together with strategies for achieving these targets. Staff know students very well and are clear on procedures for responding to disclosure or welfare concerns or PRS information, which they carry out appropriately and timeously. SfL staff are proactive and engaged in the Learner Review process and during transitions to ensure appropriate support and intervention. Culture shift in terms of AA verification embedded. Attainment in line with high expectations for ASN students. Improved equality, inclusion and promotion of diversity across the whole school. Co-ordination of partnership working ensures needs of those requiring additional support are met in an equitable and timely way.

What are we going to do next?

Revisit BTC4 and agree a Skills for Learning, Life and Work framework with all our stakeholders. 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. Implement a consistent whole school approach to ensuring we meet the needs of the most able in the BGE with a focus on writing. Further refine our faculty 'passport' system for tracking student progress through the BGE linked to the revised ES Significant Aspects of Learning. Further develop S1-3 Target Setting reports to develop student responsibility and understanding of setting their own learning targets in line with CEC developments. Audit and refine our range of partnerships to ensure they support our Learner pathways. Identify remaining gaps in our Achievement Award profile for all year

groups. Continue to develop role of Group Tutor in personal support. Use our tracking system for Wider Achievement to identify and address gaps. Investigate ways of engaging parents more in reviewing learning, particularly through the use of iPads.

Improve faculty use of information of P7 student levels and other qualitative data to ensure the S1-3 curriculum is challenging and appropriate for all. Review and amend this year's attendance strategies to ensure all year groups are at least at +90%.

Strengthen our self-evaluation processes further to include more frequent input from visiting specialists. Build on successes of Mental & Emotional Wellbeing CPD for staff to build understanding and promote inclusion. Review approaches to achieving 90%+ attendance in S4 throughout the year.

Ensure our interventions comply with the drive to improve LAC attendance and attainment by building relationships with the wider Team Around the Cluster. Update staff on their responsibilities as a Corporate Parent.

5.1 The Curriculum

The rationale and design of the curriculum	The development of the curriculum	Programmes and courses	Transitions
<p>The design of the curriculum meets the needs of all learners, promotes equality and fairness and impacts on learner outcomes, attainment and achievement. 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. Our S1-3 curriculum is designed to meet the needs of all learners and is being developed with the 7 design principles in mind. We have a clear vision for the development of Literacy / Numeracy / Health & Wellbeing and these continue to be embedded across all subjects. A broad general education through the Es & Os up to the end of 3rd / 4th level in S3 is ensured by allowing for a degree of personalisation & choice by offering a choice from each mode plus one free choice. IDL in S3 Social Subjects & science in S3 to ensure BGE is achieved for all up to the end of 3rd / 4th level in these curricular areas. SALs are used in all faculties as 'passports' to track progress across the BGE S1-3. These link to our S1-3 Target Setting reports. Digital technology is very strong across the school with all S3-6 having their own iPads. There are regular in-house CPD opportunities for staff (on a successful 'little and often' basis) and L&T through IT has been a focus of FM and CL meeting discussions, as have ways in which we save time through technology. STEM approaches have been to the fore this session, with awareness raising through and by our DYW Improvement Group. Generally, there is increased use of digital technology across all year groups Effective partnerships with the community, other schools, agencies and employers provide and support enriched learning experiences. Flexible pathways are embedded in the Senior Phase. These are evaluated annually, and designed on a cohort-specific basis.</p>			
<p>A range of Wider Achievement opportunities are available in S5 and S6. Central to these is our Meaningful May Programme, which will this session run for the third time, and provide quality 'Learning, Life and Work' experiences for Senior Phase students sitting fewer than three exams. We continue to investigate and where appropriate introduce a broader range of vocational and other courses and opportunities in the Senior Phase, eg Travel and Tourism, Laboratory Science, Scottish Studies, Practical Cake Craft, Practical Cookery, Practical Woodworking and Life Skills Maths.</p>			
<p>Our curriculum is developed in line with the principles of BTC 3 and national advice. Adaptations to our curriculum have been shaped by the needs of our learners. Effective self-evaluation enables us to identify changes needed in the curriculum and the impact of new developments. Course choice satisfaction rates made possible by our acquisition and exemplary use of Options and TimeTabler software packages. Faculties evaluate the S1-3 and S4-6 curriculum annually across the 4 contexts for learning in an on-going way. This is linked to our Self-evaluation Policy and staff CPD impact folders. We involve our parents and carers and help them to understand how curricular changes will benefit their child. Curriculum change and innovation involves consulting and communicating with learners and parents through surveys and student voice. Staff engage regularly in dialogue with other colleagues and partners through Faculty time, Neighbourhood activities and cluster activities about the impact of curriculum developments on improvements to learning and teaching. Progression pathways are informed by tracking and monitoring of learners' progress.</p>			
<p>Our programmes and courses are designed and refreshed using the Es & Os and the qualifications and awards to help us plan a coherent approach. The quality of programmes and courses impact on learners' engagement with learning, their development as learners and their progress, attainment and achievements. A wide range of L&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. Teachers' high expectations ensure that learners follow appropriately demanding programmes and courses and learners have a sense of personal achievement. We provide progression routes to allow our students to progress at different rates appropriate to their prior learning. In S3, faculties focus on the completion of the Es & Os and move onto more challenging N4/5 work as</p>			

appropriate. Very positive feedback gained through regularly conducted CEC surveys, eg S2 Learning and Teaching. Cohort-specific approaches support the provision of appropriate courses for all students.

Curriculum transition procedures and programmes are designed to meet the needs of all learners. Effective transition arrangements lead to improvement in learners' engagement with learning and to improvements in learners' progress, attainment and achievement. Effective identification, planning for, and meeting, the needs of learners ensure continuity and progression in learning. Effective arrangements for personal support and induction meet learners' emotional, physical and social needs. Effective partnerships with the community, other schools, agencies and employers enhance transition arrangements. Joint planning of learning experiences for P7 curricular visits ensures a better level of coherence of learning. Induction procedures for the next phase of learning support our students well.

We support our students in developing greater self-awareness, self-worth and respect for others leading to greater student confidence, resilience and the development of a Growth Mindset through staff CPD, TG and assembly activities and Restorative Practice training. Improved and improving positive destinations 90.3% in Dec 2014. The Positive Destinations section on our school website. An effective system is in place to track & monitor young people's progress in attainment. This is supported by 1:1 follow-up interviews. E-portfolios support the profiling progress allowing young people to gather their latest and best achievements, reflect on these and discuss these with a member of staff who knows them well.

What are we going to do next?

Continue to review our S1-3 BGE curriculum and address any gaps with a focus on S3. Revisit BTC4 and agree a Skills for Learning, Life and Work framework with all our stakeholders. 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 with a particular focus on Growth Mindset. Reinforce our shared strategy for the further development of all skills within Literacy and Numeracy as the responsibility of all staff to ensure progression across the curriculum. Further refine the use of faculty passports in line with emerging National advice on SALs. Continue to develop the S4-6 curriculum in order to include an appropriate range of vocational and other courses and opportunities. Extend partnerships, with SDS support. Introduce, monitor and evaluate the use of short courses in the Senior Phase Continue to consider the inclusion of a cross-cutting, global citizenship-themed IDL in the Senior Phase.

Embed awareness and understanding of INSIGHT with all staff in order to further develop the curriculum. Evaluate and improve on N4/5/H courses in line with emerging national advice. Evaluate the implementation of new Higher / AH courses. Develop our agreed Skills for Learning, Life and Work framework including subject specific skills across all curricular areas, and the use of Focus Days to highlight and develop particular skills. Development of systematic provision and recognition for WA awards across all year groups, e.g. JASS in S1, John Muir in S3 and Senior Phase. In developing plans for this IDL, bear in mind our desire to build opportunities for personal achievement with a continued focus on developing the skills and attributes of the four capacities. Continue in particular to develop the school's profile in regard to Mandarin and Gaelic in conjunction with partners. Continue to extend our range of partnerships wherever possible as a means of developing a variety of aspects of the curriculum, including Skills for Life, Learning and Work S1-6. Be aware of CEC and other developments in regard to Campus and/or Consortium possibilities in the Senior Phase curriculum in particular.

Achieve even more consistent use of student feedback on courses across all faculties to inform improvements in programmes and courses. Continue to develop programmes and courses at third and fourth level that challenge students, embrace the four capacities and address the 6 entitlements across the four aspects of the curriculum. Use CfE machine data to address gaps in Es & Os covered least in S1-3. Continue to develop partnership working across

all faculties and seek to develop College and University partnerships. Continue to develop a range of flexible achievement pathways within and beyond the Senior Phase to meet the needs of all learners with WA SQA accreditation where possible. Continue to embed the practice of 1:1 learning conversations across all year groups in line with the revised CEC curricular Significant Aspects of Learning. Refine the use of Learning conversations to provide information for Target Setting reports. Develop challenge and personalisation & choice in home learning tasks. Continue to implement and develop NQs, and learn from our attainment results. Continue to ensure a focus on health and wellbeing, as well as opportunities for personal achievement and IDL. Continue to embed the provision, quality, monitoring and evaluation of Wider Achievement opportunities. Build on the work of the DYW IG by examining how best to increase STEM awareness and presence in school. Awards Ceremony to be earlier in June to support increased participation by senior students.

Continue to review our Cluster Transition Programme to support initiatives in our Cluster Improvement Plan. Support faculties in their development of Learner progress files focusing on progress, attainment and achievement data. Continue BGE portfolios into the Senior Phase. Re-introduce a Senior Phase Information Evening for parents of current S3, 4, and 5; to include 'bespoke' learner journeys. Evaluate our whole school methods for tracking Wider Achievement. Support faculties in their development of effective partnerships. Further develop the role of group tutors and mentors to enhance the level of personal support available to students. Repetition and development of Meaningful May in 2016. Redesign of S5 and S6 Induction.

5.9 Improvement through self-evaluation

Commitment to self-evaluation	Management of self-evaluation	School improvement
<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. In line with HIGIOS 4 we continue to look inwards, outwards and forwards to ensure the best possible learning experience for our students. Staff Improvement Groups in Raising Attainment, Educational Technology, HWB, Numeracy and DYW made good progress, and led staff In Service, training and a Teachmeet for teachers and educationalists across the country. Progress has been made with regard to a strategic plan for the development of Growth Mindset, where the work of other schools and educationalists have provided a platform for the school to lead from.</p>	<p>There continues to be excellent engagement of teaching staff with the processes of PRD, submission of Professional Learning Profiles and Professional Update. Specific guidance was shared with Curricular Leaders in regard to conducting 'best practice PRDs', and record-keeping indicates that these professional practices are very well embedded at Tynecastle. Through staff led CAT sessions, knowledge and expertise have been developed with plans to further develop this for next session.</p>	<p>The work of the Student Council again impacted positively on school improvement in areas such as changes to the regularity and length of their meetings and changes to Health and Wellbeing Week, to include senior phase students. Their voice has been instrumental also in the identification of charities and fundraising events across the school year. They were also instrumental in the shaping of our events approach for the school community and in particular our development of the extremely successful Performance Showcase. An initial attempt to engage the student voice in Improvement Planning was embedded in our calendar and this will be developed and modified following our evaluation.</p>
<p>A commitment to improving communication and strengthening parental voice was evident in the use of questionnaires, evaluations and focus groups this session. The feedback from these have been used to design events for engagement as well as providing relevant structure to our family learning plans for session 2016/17. Feedback from CEC Parent/Carer survey was extremely positive with 100% stating that their child enjoys learning at school. Our P7 Transition evaluation was also very positive and has allowed us to further enhance this provision and cement our planning. Engaging parents in the Improvement Planning process through the Parent Council and drop-in sessions has ensured that priorities can be shared and that our plan reflects the voices of all stakeholders.</p>		
<p>Feedback from CEC student surveys remains hugely encouraging, with percentages of students involved very high compared to other schools, and findings extremely validating. Our S2 anti-bullying student returns remain consistently high and positive with CEC using us an example of good practice for other secondary schools in Edinburgh. A strong commitment to self-evaluation has led to improvements in our timetabling and coursing for this session as well as the development of our Meaningful May programme. Our Positive Behaviour systems have been strengthened and Restorative Practice training for all staff was provided, with the group who undertook Mediator Training leading on this and our BRBL Policy update next session.</p>		

Working with partners we have undertaken TATC and 16+ self-evaluation and embedded next steps in our planning. The positive work of both these groups can be seen in students' positive destination uptake and the supports we provide to ensure an inclusive learning environment for our students.

This session we trialed Pupil Trails with a focus on Meeting Learners' Needs and the use of ICT to enhance learning. The rich data received has allowed us to validate our use of technology and will allow us to further improve learners' experiences. ASN student focus group – very positive results from this, particularly in regard to the school making a positive difference to students' lives. Student Focus Groups were held across year groups by SLT as well being embedded in the Student Trail process. Faculty leaders are improving use of Student Focus Groups and surveys to understand better and improve the student learning experience and these will be embedded in Faculty Reviews.

We re-visited the Quality Assurance Framework briefly and have now begun to plan the update in line with HIGIOS 4. Whole School and Faculty sessions were delivered on HIGIOS 4 and the National Improvement Framework. Driver Diagrams are being developed following our work as a RAFA school this session and this format is allowing further improvements in planning and communication. Insight training has been provided for staff with further support planned for the strategic use of data by faculties. SIMD data has been used to target support and provide Mentoring for those students most at risk of underachieving. Looking outwards at best practice across the city we have created a Monitoring and Tracking group who through their visits are adapting a system for Tynecastle High School to further ensure that staff use of data for self-evaluation has impact on learners' experiences.

What are we going to do next?

We will further develop parental feedback and student voice through increasing opportunities which are relevant and appropriate given our evaluations. We will continue to engage staff and other stakeholders with HIGIOS 4 and develop a shared understanding and use of QIs. We will develop a Self-Evaluation and Quality Assurance calendar which will support our vision for continuous school improvement. We will develop our use of, and confidence in, selected QIs to support self-evaluation. Through constantly pursuing improvement by looking inwards, outwards, forwards we will provide a structure which all stakeholders can use with ease and which provides a common language.

To further enhance staff professionalism we will develop a Professional Reading Group. In order to improve attainment while also developing our expertise in Research Practitioner Enquiry methods, we will undertake research with a Phd student specifically looking at transition and the different pathways young people pursue from S4 onwards and how this differs across different migrant groups. The research aims to record how transition is experienced and what influences ambitions and aspirations. We will undertake further training in the strategic analysis and use of Insight.

We will continue to engage with RAFA methodologies, exploring the impact of both Driver Diagrams and the cycle of improvement. Our Quality Assurance Framework will be updated to reflect HIGIOS 4. Our programme of SCE will be further developed to include Learning Walks and Learning Rounds as appropriate. We will ensure that Faculty Reviews include students, staff and parents, building on our use of Focus Groups and questionnaires to date. Faculty Quality Assurance calendars will be developed from our new Framework and will ensure consistency across the school. To highlight our work engaging all stakeholders in school improvement, we will develop 'You said: we did' statements for parents/carers and students.









