

EDINBURGH LEARNS

Standards & Quality Reporting School Renewal Planning 2020



Introduction

Executive Summary

Reporting on the standard and quality of education in schools has been a core activity for decades. Setting targets based on self-evaluation activity, likewise. Although we are adapting to a new way of living and working, we remain as committed as ever to ensuring that Edinburgh's children and young people have the best quality teaching and learning.

Guidance to support schools with Self-Evaluation and Improvement Planning will therefore be adapted to suit the new model of service delivery. It is important to reflect on, and acknowledge, the outcomes that had been achieved prior to lockdown, and to confirm high level summaries and grades. Our focus must be on ensuring we plan to make the best use of our resources for next session, while emphasising the need for flexibility, creativity and adaptability.

As ever, our people are our greatest asset, and people will continue to be affected by this pandemic and its aftermath. All new processes should therefore be planned and implemented collegiately and with due regard to the health and wellbeing needs of our school communities.

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1. Guidance on Standards and Quality Reporting
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5. PEF Plan 2020/21
6. School Renewal Plan 2020/21 (Health & Safety/Transitions – Phase 1)

Standards and Quality Report (S&Q)

Standards and Quality Report (Summary)

For session 2019/20 a summary document will be required. This will provide headlines about the quality of service delivery to the point of lockdown (23rd March 2020). It should refer to the

- School context (prior to lockdown)
- Summary of grades and statements in support (3 or 4 per QI)
 - QI 1.3 Leadership of Change
 - QI 2.3 Learning, Teaching and Assessment
 - QI 3.1 Ensuring Wellbeing, Equality and Inclusion
 - QI 3.2 Raising Attainment and Achievement.

It is assumed that the sources of evidence and analysis will come from

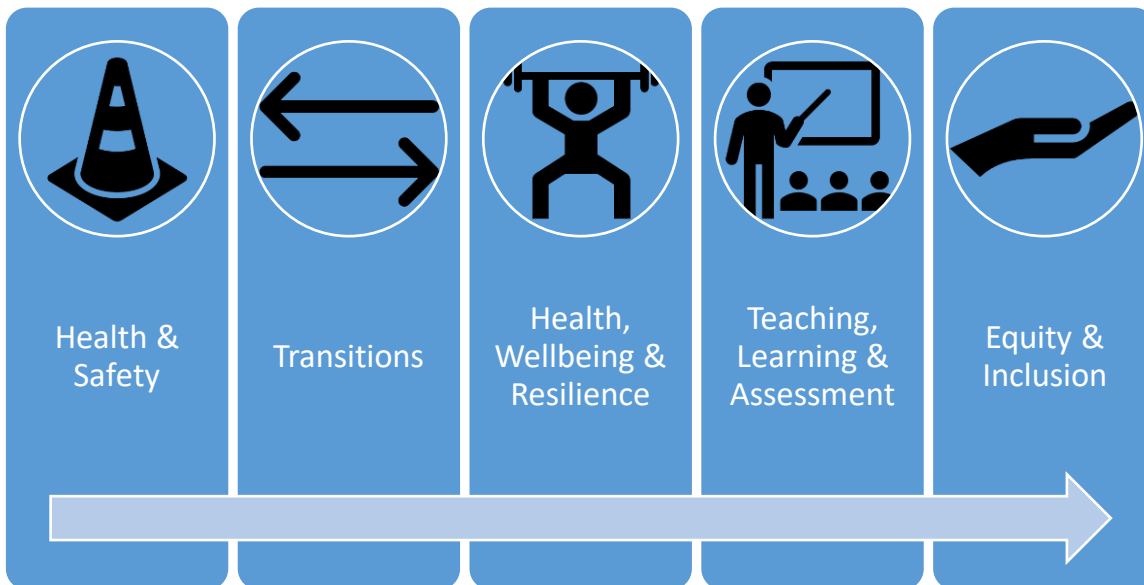
- Leadership Learning Partnerships
- Attainment and Achievement information
- Attendance, Inclusion and exclusion information
- Learner Participation Activities.

There is no expectation to record end of session Achievement of a Level CfE grades, at this time, however the authority will be expected to report on progress and will therefore use the February predictions.

School Renewal Plan (SRP)

Rather than focusing on improving the pre-lockdown model of service delivery schools, like all other areas of council service, are reflecting on Adaptation and Renewal. With protecting health and safety as our principal concern, we will be creative and critical about the service we plan to provide from now on.

5 Themes for Renewal



Renewal Themes: (Hyperlinks to be embedded)

1. Health and Safety (hyperlink to SORT checklist & other relevant guidance)
2. Transitions (hyperlink to Transition resources & CLPL)
3. Health, Wellbeing & Resilience (hyperlink to H&W Framework & resources)
4. Teaching, Learning and Assessment including Digital and Outdoors (hyperlink to Curriculum Rationale, Outdoor Learning Resources, Edinburgh Learns T&L CLPL 20-21)
5. Equity and Inclusion (hyperlink to CEC Inclusion Guidance, Learning@home Pathways to support, Equity Audit Tools)

All Renewal Planning is based on a clear Needs Analysis Audit and Action Plan for each of 5 Key Themes. It will take place between June and September and be supported by a collegiate working time agreement. The plan for the use of Pupil Equity Fund will be completed with guidance from the Finance Board.

- Phase 1 of Renewal planning, to support the implementation of a suitable model for learners' return to school, will focus on themes 1 & 2.
- Phase 2 of Renewal Planning will focus on themes 3,4 & 5 and will include the WTA

Renewal Plan

Phase 1

Themes 1 & 2 – See School COVID Operational Guidance and Risk Assessment (Health & Safety & Transitions)

Schools should set up a Health & Safety working group, if not already in place, to ensure a collective responsibility in supporting this theme. This should comprise SLT, including the Business Manager, staff representatives (teaching and non-teaching) and Facilities Manager.

At Local Authority level, relevant partners will provide support to schools, as required, e.g Corporate Facilities Management, Procurement, Health & Safety and Human Resources.

Phase 2

Themes 2 & 3 – Health, Wellbeing and Resilience of the Learning Community

Guidance for Self-Evaluation is here: Self-Evaluation during the COVID -19 pandemic
<https://cityofedinburgheducation.sharepoint.com/:p:/r/sites/EdinburghLearns/EdinburghLearnsAtHome/Professional%20Learning%20Documents/Other%20CLPL/Self-Evaluation%20during%20the%20Covid-19%20Pandemic.pptx?d=waf1776465a53428eabf7056d5730f852&csf=1&web=1&e=Rj1tH4>

Guidance for planning HWB is here: Edinburgh Learns Health and Wellbeing Strategy.

<https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/EdinburghLearnsAtHome/Professional%20Learning%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FEdinburghLearns%2FEdinburghLearnsAtHome%2FProfessional%20Learning%20Documents%2FOther%20CLPL%2FSelf%20Evaluation%20Edinburgh%20Learns%5FHWB%5F%20Final%2Epdf&parent=%2Fsites%2FEdinburghLearns%2FEdinburghLearnsAtHome%2FProfessional%20Learning%20Documents%2FOther%20CLPL>

Guidance for Resilience is here:-

<https://cityofedinburgheducation.sharepoint.com/sites/365central/resources/hwbbuildingresilience/brunits/ExpecttheUnexpected/SitePages/Home.aspx>

Theme 4 Teaching, Learning and Assessment

Schools are at different stages of their digital learning strategy in supporting learning at home. It is important that we move as far as possible to a more consistent offer, ensuring high quality learning experiences, which will include additional investment in resources and professional learning support for Senior Leaders and their teams. Schools were asked to conduct an audit of digital provision for learning at home (Establishment and Learner Surveys) by 1st May, 2020 and to identify a Home Learning/Digital Lead Officer. This data should inform your Renewal Plan. Particular consideration should be given to safeguarding against learners, who do not have digital access, being disadvantaged.

Schools should also plan for a blended model of learning, with Digital & Outdoor Learning included as significant approaches.

Attainment & Achievement

It is important that learners continue to progress through the relevant Curriculum for Excellence Levels, whilst recognising the need to ensure that existing skills and knowledge are consolidated.

Predictions about pupils' attainment levels, submitted to the Central Team in February, can be used as a valid source of assessment information, together with considering the learning which has taken place since then for individual learners.

Theme 5 Equity & Inclusion

Self-evaluation must include gathering of data which enables planning, and recovery, for children and young people living in poverty and deprivation and in particular, those being supported by Attainment Scotland Fund (PEF and SAC).

PEF Plan

- **Best Value - Management of Resources to Promote Equity (Quality Indicator 1.5)**

Standalone PEF Plans are required this session. They should be based on sound risk assessment which puts the needs of learners at the centre of decisions about financial and other resource management. This includes carefully considered strategic planning for the direction of funds such as Scottish Attainment Challenge and PEF, Positive Action and the Wellington Fund. The revised PEF guidelines should be checked and advice sought from the Local Authority. Further detail will be provided as soon as possible.

Please ensure that all tasks and resources in Renewal Plans can be delivered within teachers' working time, through the Working Time Agreement. Advice on this is contained in SNCT circular 15/54 – Pay and Conditions of Service Agreement **2015-2017**.

All documents should use language which is plain and accessible to a range of stakeholders. Processes should be streamlined to reflect the key actions of the Scottish Government's 2013 report on Tackling Bureaucracy and the more recent 2015 update.

Timeline for S&Q, WTA, ACEL & RP

Timeline for 2020/21

- Wednesday 24th June – schools submit draft Standards and Quality Summary
- Wednesday 24th June – schools submit School/Nursery Renewal Plan Phase 1
 - Health and Safety
 - Transitions
 - Blended Learning
- June – July – QIEOs
 - Audit all ACEL (Predictions) Data and S&Q QI self-evaluation grades
 - Audit Phase 1 Recovery Plans
- Wednesday 16th September- schools submit School/Nursery Renewal Plan Phase 2
 - Health, Wellbeing & Resilience
 - Teaching & Learning including
 - Digital
 - Outdoors
 - Equity & Inclusion including
 - PEF Plan

How Good is our School?

Context of the School

Tynecastle High School, a non-denominational secondary with a roll under six hundred, has served the community of West Edinburgh since 1912. In 2010 we moved to a new site and enjoy first class facilities for learning. We sit at the very heart of our community and have strong links with local businesses and partners. We work very closely with our cluster, which includes Balgreen, Craiglockhart, Dalry and Stenhouse primary schools. Our school motto is Tynecastle CARES and this encompasses our vision and values for our school community – Challenge, Ambition, Respect, Enjoyment and Success. As a school we are striving for excellence and equity for all our students. All our work and planning is directly linked to the National Improvement Framework – Attainment & Achievement, Health and Wellbeing, Closing the Gap and Positive Destinations.

Our attainment profile has increased greatly with attainment and achievement now graded as Good. This improvement was tempered by a 'blip' in our S4 data for session 2018/19. However, we are completely confident that our attainment this session will not only put us firmly back on this positive trajectory for all measures but will also see our best ever attainment profile for our S4 cohort. This projection is robustly supported by our NFER, CfE and SNSA data.

Our continued focus on Learning, Teaching and Assessment, with quality CLPL for all staff has ensured that we have consolidated our grading of Good. There has been a focus on all areas from planning through to assessment, with staff working together to both raise the bar and ensure consistency. Continued work in this area next session will see us begin the journey to Very Good.

We strive for high academic performance, with a number of students in recent years going on to study at universities across the country in disciplines such as medicine, languages, engineering and social sciences. Our Positive Destinations had improved year on year for the previous five years and this session, although dipping to 91% were not statistically significant, and were symptomatic of the additional support required by our S4 Leavers. We are also committed to developing confidence, citizenship and life-long learning through a rich set of wider achievement options such as Duke of Edinburgh & John Muir awards which allow students to make the most of their diverse talents. We are also proud that all our S1 classes take part in the Junior Award Scheme Scotland delivering creative projects which improve the local community. Our aim is to provide individualised pathways which are designed to meet the needs of learners in preparation for university, college and the world of work.

A wide range of partners help us to deliver many innovative projects. Partnerships in technological, financial and ecological areas are particularly strong. We are an Apple Distinguished School in recognition of our innovation, leadership and educational excellence and in the session ahead all S3-6 students have 1:1 devices to support learning for the sixth year running. We are also delighted to be an Apple Regional Training Centre for the third year running, placing professional learning of staff from across the city to the fore. The book which documents our journey and success in technology can be found here [Link to the Apple Distinguished School book](#). We were extremely proud to be awarded the Scottish Education Award for Digital Learning and Teaching 2018, the Digital Award for Schools 2019, and to be a school identified for good practice in digital learning during lockdown 2020.

At Tynecastle we value all of our students equally and are proud of our inclusive culture. A key feature of the school is our diverse cultural profile, with almost forty languages currently spoken. We are fully committed to ensuring that every young person achieves their potential and moves on to the most appropriate positive destination. Our commitment to both physical health and positive relationships is highlighted through the creation of a Breakfast Club, ensuring that all students start the day ready to learn. We are also proud to have been a School of Basketball for the past three years, with a number of S1 and S2 students combining physical and academic achievements with the support of Basketball Scotland. For session 2020/21 we look forward to being a School of Rugby, ensuring further opportunities for improved health and wellbeing for our students.

As a school we readily embrace innovation and are constantly striving to provide engaging opportunities for our students to succeed. To keep abreast of our work please follow us on twitter Link to the main school Twitter account or visit our website to find out more:

www.tynecastle.edin.sch.uk

Capacity for Continuous Improvement

Follow Through – November 2019

Our capacity for continuous improvement is good. This is highlighted particularly by our authority Follow Through Visit at the end of November 2019. Having moved both Learning, Teaching and Assessment and Raising Attainment and Achievement to gradings of Good from the time of our HMIE Inspection in December 2017, this visit was welcomed as an opportunity to highlight all we had achieved during this time.

[Tynecastle follow-up visit Nov 2019 .docx](#)

December to March saw us primarily working to complete our Curriculum Review and turn the plans into a reality. This extensive work engaging all stakeholders has resulted in major changes including the subjects studied, the introduction of short courses in the Senior Phase, the introduction of Key Adult and the increase in the number of subjects which can be studied in the Senior Phase at any one time.

The other major piece of work during this time was the consolidation of our Teaching Triads with both, Edinburgh Learns and in-house CLPL to support the development of our Learning, Teaching and Assessment. Unfortunately, lockdown prevented us from sharing our work from the session during our May in-service session and from garnering all of this work to produce our shared vision for next steps. This will be re-visited in August as the first of a two-part session, with Blended Learning being the focus of the second session.

During Lockdown our skill and experience in supporting digital learning and our 1:1 strategy held us in good stead and ensured a very solid foundation on which to further develop our Learning@Home and Blended Learning models. Staff commitment and professionalism was exemplary and saw both a high level of uptake for Microsoft and other relevant CLPL, as well as the delivery of a comprehensive in-house CLPL programme. This has resulted in very high levels of staff skill and the development of a Blended Learning Group to take forward both our L, T & A and our Digital Learning into the new session, whatever model of renewal are required to develop.

Health and Wellbeing have also been to the fore during this period. HWB of both students and staff were whole school priorities and well-developed planning was integral to our whole school Improvement Plan. Lockdown highlighted the flexibility and solution-focused approach of our staff with the development of key areas of our school website, daily HWB challenges, the development of tailored HWB lessons, supports for students, staff and parents and a plethora of work to support everyone's mental health and wellbeing. Again, this will put us in a very strong position to incorporate relevant actions within our Renewal Plan come August.

Name of setting:

Standards & Quality Report

1.3 Leadership of Change

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

- Our whole school Curriculum Review was undertaken engaging all stakeholders at all stages and resulting in a new curriculum model for session 2020/21.
- Student voice an integral component of our Curriculum Review
- Staff use of SNSA data further developed and leading to improved planning for raising attainment.
- Introduction of Senior Development Officer – Raising Attainment (Jan 2020) leading to further improvements in monitoring, tracking and reporting at all levels, with improved attainment.
- Lead L&T Triad established and all staff members of new Triads leading learning, teaching and assessment.
- Draft (very) self-evaluation policy and quality assurance calendars developed at faculty and whole school level. (cut short by lockdown and to be re-visited)
- Lockdown created opportunities for leadership of learning, which culminated in the establishment of our Blended Learning Group (now encompassing our Digital Learning and L,T & A groups)

2.3 Learning, Teaching and Assessment

- Learning and Engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

- Lead L&T Triad established and all staff members of new Triads leading learning, teaching and assessment.
- THS L, T & A policy launched.
- Edinburgh Learns CLPL used to support consistency in L, T & A
- In-house CLPL programmes established and delivered to address L,T & A priorities.
- Programme of Peer Triad SCE established
- Two Faculty Reviews undertaken (Student Trails postponed due to lockdown)
- Lockdown created opportunities for leadership of learning, which culminated in the establishment of our Blended Learning Group (now encompassing our Digital Learning and L,T & A groups)

3.1 Ensuring Wellbeing, Equity and Inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

A positive, inclusive ethos which values relationships and is based on respect

- Students feel staff know them well
- Bullying is dealt with effectively
- The school is making good progress towards Silver Rights Respecting Schools
- Strong partnership working with a range of professionals both within and out with the school
- A successful breakfast club for students

The school supports young people to understand their own and others mental health and emotional wellbeing

School partners feel valued by the school and are positive about the school's focus

The Be Ready, Be Respectful, Be Your Best code is well received by staff and students

The Learning Hub is improving attainment for young people

Targeted support for ASL / EAL has helped continued engagement during lockdown

3.2 Securing Children's Progress

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

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-
-

Quality Indicator Grades	School	Nursery	HMI/Care Inspectorate
Leadership of Change	4		
Learning, Teaching & Assessment	4		
Wellbeing, Equality & Inclusion	4		
Raising Attainment & Achievement			

Equity and Best Value

Pupil Equity Fund

- What were the approaches taken pre-lockdown to improve outcomes for targeted children?
- What impact did you record?
- What does your needs analysis conclude about addressing inequality for Session 20/21?

FOR SESSION 2019-20, THE PUPIL EQUITY FUND HAS TOTALLED £83 282 .

THIS INCLUDED A CARRY-FORWARD OF £718 OVERSPEND FROM THE PREVIOUS SESSION(S) OF WHICH £X HAS NOW BEEN SPENT (N/A AS IT WAS AN OVERSPEND).

THERE IS A CURRENT CARRY-FORWARD OF £14 692 OVERSPEND TO SESSION 2020-21.

THIS SPEND IS DEEMED EXCEPTIONAL AND THE PLANS FOR THIS SPEND ARE OUTLINED IN THE SCHOOL RENEWAL PLAN FOR 2020-21

BEST VALUE

- **Information about the processes for managing finance, such as School Fund Committee: membership and quality assurance of these processes –**

The Head Teacher and Business Manager meet at the beginning of each financial year to review planned PEF expenditure. PEF expenditure is coded to a separate cost centre at source and to appropriate account codes. This facilitates appropriate monitoring and auditing. Financial forecasts are completed and submitted to CEC Finance in line with submission schedules.

The School Fund Committee comprises of the Head Teacher, Business Manager, Curriculum Leader who leads on 1 in 5 and Pupil Support Officer Inclusion (PEF).

- **Information about approaches to Poverty Proofing the School Day, including One in Five Training –**

Our Equity School Improvement Group head up this work, very ably supported by our Pupil Support Officer (Parental Engagement). Tynecastle High School is committed to equity for all of our students. We strongly believe that no student should ever be disadvantaged because of their financial circumstances. We aim to be a source of support and advice for any Tynecastle families who ever find themselves in financial difficulty.

Supports Available

- Family Welfare Support Fund

Tynecastle High School operates a Family Welfare Support Fund that exists to offer financial support on a case-by-case basis. You can apply to the fund via the school website and our Pupil Support Officer will contact you. The fund has previously helped with clothing costs and costs associated with school trips.

- Holiday Programmes

Tynecastle works with a number of organisations to provide students with opportunities to participate in fun activities throughout the holiday periods. More information is available in the lead up to holiday periods.

- School Finance Information

Breakfast Club

Breakfast Club is Tynecastle High's renowned service for young people from 7.30 to 8.20am, 5 days a week. A range of healthy and highly nutritional options with a delicious array of fresh fruit, bread, croissants, yoghurt and natural juices ensure our students know how to make important choices to start their day and improve health and well-being. There is no cost for students.

Pupil Support Officer, Yvonne McGregor, can be contacted at the school to discuss and offer support with any financial issue that may be negatively affecting Tynecastle students.

Uniform

We place great importance on school uniform to create a sense of belonging and raise self-esteem. All uniform items, except ties, can be purchased from any retailer. Uniform Grants are available for families on low incomes. Local organisations can also provide support with uniform.

School Trips

We are pleased to offer students many opportunities to broaden their experience outwith the school environment. Students will always be given as much notice as possible of upcoming opportunities and financial support can sometimes be provided. The Family Welfare Support Fund may also be able to offer assistance.

Subject Costs

Some subjects have cost attached to cover materials. Home Economics costs students £15 per year for all materials. CDT costs £2 per year. These costs are heavily subsidised but help is available with these charges.

- 1 in 5 Training

Training is provided for all new staff to ensure that they are on board with our equity agenda. Senior students benefit from awareness raising and training through our Meaningful May programme. Next session awareness raising sessions are to be created and delivered to all students.

- During lockdown our Pupil Support Officer has worked tirelessly to ensure that our families have accessed all supports available. This work has included: establishing an area of support on our Edinburgh Learns@Home web page, liaising with local businesses and partners to access resources for families, coordinating CEC food parcel deliver, coordinating and running a Food Bank two days a week, liaising with families and young people and ensuring that resources and support were provided as well as signposting additional partnership support.

- **Information about use of PEF Framework or Waivers to comply with statutory procurement regulations –**

N/A

- **Use of resources including digital resources, and equity of access**

To ensure equity of access we have a 1:1 strategy for all students S3-S6. Students make responsible and increasingly independent use of these.

- **Overall statement about impact of financial spending in relation to meeting objectives, e.g. value for money -**

PEF expenditure is evaluated on an ongoing basis. The impact of its use is reviewed and plans put in place to ensure that objectives are met across the board. Overall, the PEF expenditure is very good value for money.

Please note that our current overspend was incurred primarily through the employment of our SDO, advised by CEC and released from his previous post much sooner than anticipated. For session 2020/21 our PEF will be used for our Pupil Support Officer, Breakfast Club and Senior Development Officer. Other supports are being suspended until additional funding can be sourced.

Pupil Equity Fund

Support for Learning Teacher (0.5 FTE)

A range of targeted interventions and support have been provided as outlined below to ensure that all students S1 – S3 are able to attain and achieve in line with their peers.

Specifics not received and to be added on our return in August.

PEF Literacy DO (0.22 FTE)

Specifics not received and to be added on our return in August.

PEF Outdoor Learning DO (0.22 FTE August until November)

A targeted group of 10 S1 students were supported in their transition by a residential experience at Lochgoilhead to improve their confidence and self-esteem. Our Outdoor Learning Officer led DoE Bronze, Silver and Gold ensuring that young people benefited from these achievement opportunities. This post was used to target support for our most at risk students through our Learning Hub, by providing outdoor experiences offering chances to succeed and develop. Our DO also reintroduced Health and Wellbeing Week the previous session with all S1-S3 benefiting from a sports day, health fair and a day of local, affordable outdoor education experiences. Unfortunately, lockdown prevented HWB Week from taking place this year, but we will be considering how to best include elements of this work in our Renewal Plan.

PEF Pupil Support Officer (1FTE)

[PSO Role 2019 to March 2020](#)

PEF Digital and Data Strategy DO (0.1 FTE)

Through this deployment of staffing we created an Information Hub together with new monitoring, tracking and reporting system in session 2018/19. This ensured that all young people were known well and planning to meet their needs could take place. This system also ensured that young people could be tracked by need and interventions and supports put in place accordingly. Through our updated reporting system young people and their families have kept abreast of their progress in a more regular way with the option of additional supports available to ensure that they are

achieving their potential. This session has seen further development of this system to better meet the needs of our school community combined with supporting the new post holder with this work.

PEF Inclusion DO (0.2 FTE)

This post allows our Learning Hub to be open all week and supports our most vulnerable and at risk young people. The Learning Hub is staffed by literacy, numeracy and health and wellbeing staff to directly link with our improvement priorities. Part-time timetables, mental health, social, emotional and behavioral support as well as targeted support for learning is provided through this facility. Xxx young people were supported by this facility last session with xxxx obtaining National Qualifications with this support.

Breakfast Club

Up to 60 young people access this free service every day staffed on a voluntary basis. Food Share provide the majority of the catering, with gaps in provision filled as appropriate.

Brilliant Club

The Scholars Programme Brilliant Club was used to target 12 students and provide them with the support of PhD students offering tutorials, university visits and aspirational support culminating in written projects and a graduation. The evaluation of the second year of this work was positive but due to funding constraints will not be running during session 2020/21.

Senior Development Officer (Raising Attainment and Supporting our Digital Strategy Jan – June)

This post was created following advice from our QIEO regarding our attainment the previous session, the demands of a two DHT school and the need to succession plan for our very successful digital strategy. The work completed has included:

- Leading our 5@5 Strategy for S4
- Leading our developing use of data including SNSA
- Taking over from our Digital and Data DO with regards to monitoring, tracking and reporting.
- Supporting our Digital Strategy
- Creating and maintaining our website and communications
- Creating our Learning@Home Strategy during lockdown.
- Supporting our SQA Estimates strategy during lockdown

Wellington Inclusion funding

Mentoring:

22 S1-S4 students are currently receiving flexible, timely and professional support through 1 to 1 mentoring sessions and group work each week.

Teaching:

18 S1 students participating in the JASS programme.

8 S2 students participating in soft skills programme.

16 students in S1-4 accessed Green Team Outdoor Learning Programmes

25 S4-6 students took part in football coaching once a week

18 S1-3 students took part in football coaching once per week

30 S1-6 students accessed Jura our Therapet

15 P7 students took part in the primary transition programme

Information about the impact

Qualifications gained by young people through this intervention

- 18 S1 students achieved Gold Level JASS
- 48 students achieved Heart Start Qualifications (includes HWB)
- 9 students achieved SCQF Level 6 First Aid Qualifications.
- 8 students achieved ASDAN Citizenship Award.
- 5 students achieved NUCO Mini Medic Award.
- 16 S1-2 students achieved the John Muir Award

30 S4-6 students participated in a fund-raising football match for a memorial / buddybench for Liam Rodgers Memorial

New Smoke Free Schools Policy written and implemented

TYNECASTLE HIGH SCHOOL

School Operational Risk Toolkit (SORT)

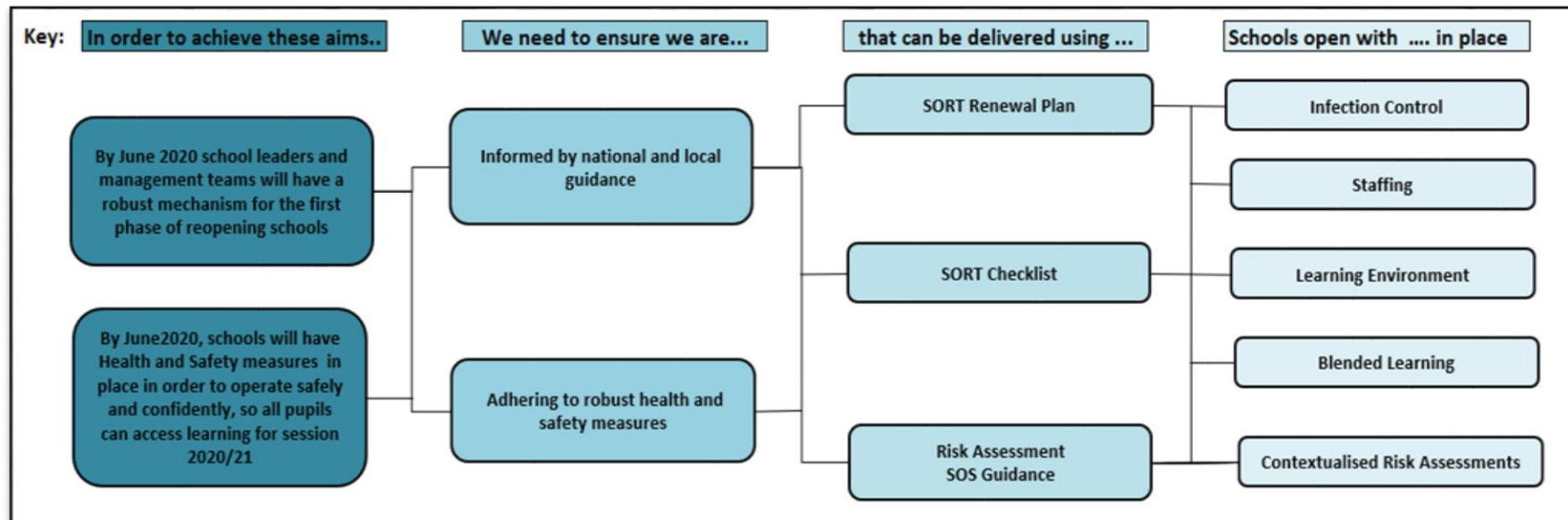
Renewal Theme 1	Health and Safety	Overall Responsibility	HT
Outcomes	<ul style="list-style-type: none"> By June 2020 school leaders and management teams will have an initial draft robust mechanism for the first phase of reopening schools in accordance with the Scottish Government's Strategic Framework for Reopening Schools, Early Learning and Childcare provision in Scotland and the COVID-19 Framework for Decision Making. By June 2020, schools will have an initial draft Health and Safety measures in place in order to operate safely and confidently, so all pupils can access learning for session 2020/21 		
NIF Priority <ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing Care Inspectorate Themes <ul style="list-style-type: none"> Quality of care and support Quality of environment Quality of staffing Quality of management and leadership 		QIs/Themes <ul style="list-style-type: none"> QI 1.1 Analysis and evaluation of intelligence and data QI 1.4 Leadership and management of staff (all themes) QI 1.5 Management of resources and environment for learning QI 2.1 Safeguarding and child protection (all themes) QI 2.3 Learning and engagement QI 2.4 Removal of potential barriers to learning QI 2.7 Transitions (all themes) QI 3.1 Ensuring wellbeing, equality and inclusion (all themes) 	

			QI 3.2 Equity for all learners QI 3.3 Creativity Skills QI 3.3 Digital Innovation QI 3.3 Digital literacy	
Tasks	By Whom	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> Schools should set up a Health and Safety (H and S) working group, if not already in place. 	<ul style="list-style-type: none"> HT BM Staff representatives, teaching and non-teaching 	<ul style="list-style-type: none"> Staff 	<ul style="list-style-type: none"> With immediate effect 	<ul style="list-style-type: none"> H & S Group was already in place (HT, BM, SSTA rep, NASWUT rep and Unison rep cover reps required)
<ul style="list-style-type: none"> School leaders should be aware of the essential national and local advice and legislative requirements for reopening schools. 	<ul style="list-style-type: none"> H and S Group Corporate Facilities Management Corporate Procurement Corporate Health and Safety (H and S) 	<ul style="list-style-type: none"> Link to national guidance Link to School Operation Sheets SOS contents 	<ul style="list-style-type: none"> From now Ongoing as advice is updated and shared 	<ul style="list-style-type: none"> All advice read as required. Briefings attended by HT and BM Draft RAs submitted 25 June.
<ul style="list-style-type: none"> Take cognisance of the roles and responsibilities of School Leaders and others in relation to Infection Control and action in collaboration with other services in order to open safely. 	<ul style="list-style-type: none"> School Leaders All staff Corporate Facilities Management Corporate Procurement Corporate H and S 	<ul style="list-style-type: none"> Link to SORT - Infection Control spreadsheet SOS Infection Control 	<ul style="list-style-type: none"> By June 2020 Ongoing 	<ul style="list-style-type: none"> All advice read as required. Briefings attended by HT and BM Draft RA shared with Place2Be and Green Team. Mite have been asked to share their RA with the school - awaiting. Plans to liaise with Community Wing regarding RAs. Initial tentative plans in place with HMFC regarding use of rooms for 50% model.

<ul style="list-style-type: none"> Take cognisance of the roles and responsibilities of School Leaders and others in relation to Risk Assessment and action in collaboration with other services in order to open safely. 	<ul style="list-style-type: none"> H and S Group All staff Corporate Facilities Management Corporate Procurement Corporate H and S 	<ul style="list-style-type: none"> Link to SORT - Risk Assessment spreadsheet SOS Risk Assessment 	<ul style="list-style-type: none"> By June 2020 Ongoing 	<ul style="list-style-type: none"> All advice read as required. Briefings attended by HT and BM Draft RAs submitted to authority 25 June 2020 Draft RA shared with Place2Be and Green Team. Mite have been asked to share their RA with the school - awaiting. Plans to liaise with Community Wing regarding RAs. Initial tentative plans in place with HMFC regarding use of rooms for 50% model.
<ul style="list-style-type: none"> Audit the needs and requirements of the school's cohort (staffing, pupils, parents) so that school can identify its priorities for accessing a new model for learning. 	<ul style="list-style-type: none"> H and S Group All Staff Pupils Parents 	<ul style="list-style-type: none"> Link to SORT - People spreadsheet 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Staffing audit completed and submitted to authority on 24 June ICT Audit for CEC submitted May 2020. ICT Audit for school produced and results used to plan provision of devices. Gaps in provision identified and shared with CEC – request for support. HWB audit completed by staff, parents and students to provide basis for planning next session.
<ul style="list-style-type: none"> Audit the needs and requirements within learning environments so that specific requirements are put in place 	<ul style="list-style-type: none"> H and S Group HT BM DHT 	<ul style="list-style-type: none"> Link to SORT - Place spreadsheet 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Room requirements including measuring for social distancing completed by BM and FM

that provide quality learning and teaching	<ul style="list-style-type: none"> FM 			<ul style="list-style-type: none"> Room requirements out with school for 50% model completed by HT and DHT Blended Learning model versions 3 and 4 submitted to authority with this document 3 July 2020
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SORT DRIVER DIAGRAM



Transitions

Renewal Theme 2	Transitions - Primary-Secondary and Secondary-Leavers To manage the transition back into our setting safely and effectively	Overall Responsibility	P7/S1 – J Ramsay Senior – A Bell
Outcomes	<p>Children and staff will feel safe and supported.</p> <p>Children will access an environment that offers both reassurance and learning opportunities informed by national guidance.</p> <p>Environmental risks will be managed through robust risk assessments and protocols.</p>		
<p>Care Inspectorate Themes:</p> <p>Quality of Environment</p> <p>Quality of Care and Support</p> <p>Quality of Management and Leadership</p> <p>NIF Priority:</p> <p>Improvement in children and young people’s health and wellbeing</p> <p>Improvement in employability skills and positive school leaver destinations</p>		<p>QIs/ Themes;</p> <p>1.3 Leadership of Change</p> <p>2.2 & 2.6 Transitions</p> <p>2.3 Learning, Teaching & Assessment</p> <p>3.1 Ensuring Wellbeing, Equality and Inclusion</p>	

Tasks	By Whom	Resources	Time	Progress & Impact
<p>Health & Safety Protocols</p> <ul style="list-style-type: none"> • Induction for staff returning • Hygiene including enhanced cleaning • Social routines for all stakeholders 	<p>HT BM FM SLT All Staff Parents/ Carers Students Other stakeholders and partners</p>	<p>National and local guidance Risk Assessments</p>	<p>Prior to in-service days By in-service days Prior to student return By student return/induction sessions Ongoing</p>	<p>Awaiting confirmation from FM regarding their RAs and enhanced cleaning of school.</p> <p>Handgel Dispenser Audit completed for CEC and dispensers anticipated.</p> <p>One-Way System developed and awaiting implementation if required.</p> <p>RAs have been completed and submitted to CEC.</p> <p>In-service day programme will include H&S, hygiene and social routines as per updated SG and CEC guidance at this time.</p> <p>Induction sessions for all students will include H&S, hygiene and social routines as per updated SG and CEC guidance at this time.</p> <p>Communication for parents and other stakeholders will be developed</p>

				and shared as per updated SG and CEC guidance at this time.
<p>Planning transitions into familiar and unfamiliar spaces for children:</p> <ul style="list-style-type: none"> • CLPL for staff • Communication • Sharing and gathering information • CEC shared project as universal support • Enhanced transitions as targeted support 	•	<p>CLPL</p> <ul style="list-style-type: none"> • Moving on coming together • Education Scotland Transition Guidance <p>'Moving on' P7/S1 Project</p>	<p>Jun 2020</p> <p>Aug 2020</p> <p>Jun 2020</p> <p>Aug 2020</p>	<p>'Moving On Coming Together' attended by SLT.</p> <p>To be delivered to staff</p> <p>'Moving On Coming Together' materials for students and families posted on our website for universal use by new S1s during Transition Week. These materials were also used during Enhanced Transition mornings on 18/6 or 25/6.</p> <p>Planned use of Resilience matrix for KA HWB activities</p> <p>'Moving On Coming Together' advice for parents / carers that is available in other languages was posted on our website. EAL targeted support for new S1s through use of BSAs and ITS</p>

		Information gathering and sharing as part of Transition	<p>April – May 2020</p> <p>Jun 2020</p>	<p>enabled families with little English to keep informed of developments.</p> <p>ASC produced materials for a virtual P7 Fun Day and this was posted on our website for use on Monday 15/6 which should have been our new S1 Fun Day.</p> <p>Face to face conversations between Student Support team and P7 teachers to collect soft data and identify P7s for Enhanced Transition.</p> <p>SEEMIS Custom report for Key P7 data collection in place for sharing with staff as Key Adults in Aug 2020</p>
		Communication	From May 2020	<p>Extensive use of website as our principal means of communication with new S1 parents, including virtual tour video with P7 FAQs answered by Student Support team and audio presentation to all new S1 parents including input from our</p>

		Digital transition guidance		<p>Parent Council and also Place2Be and School of Basketball.</p> <p>Use of surveys to collect data on digital devices at home as part of our preparation for August.</p>
		<u>My World of Work P7 Learning Profile</u>	<p>Oct 2019- March 2020</p> <p>Aug 2020-</p>	<p>All P7s from our cluster registered with MyWOW and completed Learning Profile during their curricular visits</p> <p>The new S1 will share their Learning Profile with their Key Adult and their PSL</p> <p>MyWOW portfolio will be maintained throughout to support future transitions</p>
		Wellbeing Indicators	<p>May/ Jun 2020</p> <p>Jun 2020</p> <p>Aug 2020</p>	<p>Weekly MH online inserts for students and their families by MH Group and Place2Be</p> <p>Online MH surveys conducted with students, parents / carers and staff.</p> <p>Analysis will inform next steps</p>

<p>Plan for empowerment</p> <ul style="list-style-type: none"> • Voice • Agency 	<ul style="list-style-type: none"> • 	<p>An Empowered System – Education Scotland</p> <p>CEC Enhanced Transition Documentation for CPMs and Vulnerable Children.</p> <p><i>add link to A&R Inclusive Practice Guidance</i></p>	<p>Jun 2020</p> <p>Aug 2020</p>	<ul style="list-style-type: none"> • Online CPMs attended for identified vulnerable P7s using Enhanced Transition Framework packages, including ‘Having Your Say’ for pupils and parents. ASL Pathway 1,2 and 3 needs noted. Individual Risk assessments in place for Enhanced Transition morning 18/6 or 25/6. • Targeted PSA 1:1 support with digital learning (ASN / EAL) during Lockdown. (40 students) • PSA training on Moving & Handling planned
<p>Senior Transitions</p> <p>EL Pathways – Guidance for 16+ Meetings and planning for young people at risk of negative destination.</p> <p>Outline advice and information to support range of Leaver Pathways</p> <p>Re-establish Youth Employment Partnership to address economic impact on</p>	<ul style="list-style-type: none"> • RP 	<p>DHT 16+ Network</p> <p>DHT Curriculum Network</p> <p>School College Partnership Network</p> <p>Regional DYW Board</p> <p>EL Pathways 16+ Leaver Guidance</p>	<ul style="list-style-type: none"> • April 2020 	<ul style="list-style-type: none"> • EL Pathways 16+ Leaver Guidance issued April 2020 • YEP meeting May 2020 (Minutes of Meeting) • Parent Letter 250520 issued by schools to all S4-S6 parents • Leaflet for Young People issued by schools to all S4-S6 parents

<p>Leaver destinations. Identify additional resources to support Leavers.</p> <p>Develop Career information, advice and guidance for Leavers</p> <p>Members of school's 16+ Group working together to support students (and particularly leavers) remotely, and to request support of partners as appropriate</p> <p>Parental engagement – advice and information for young people in S4-S6; specific coursing and signposting support for students who have decided NOT to leave school</p> <p>Refocusing/Induction Assembly-type events to be held</p> <p>YPPMs as appropriate for students whose transition plans have changed</p>		<p>Timeline for senior transitions, including YPPM and Next Steps service</p> <p>Youth Employment Partnership (QIEO Pathways, NOLB, CCP, SDS)</p> <p>School SfP staff, SDS Careers Advisor and Partners</p> <p>School SfP staff, SDS Careers Advisor and Partners</p> <p>School SLT</p> <p>School SfP staff</p>	<p>Summer and Autumn Terms 2020</p> <p>Summer and Autumn Terms 2020</p> <p>August 2020</p>	
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			From August 2020	
<p><u>My World of Work – Teacher guide to P7 Learning Profile</u></p> <p>See further plans for priorities on:</p> <ul style="list-style-type: none">• Health & Wellbeing/ Resilience• Learning Experiences & Pedagogy.				