Section 1: School Information	
School/Establishment	**Tynecastle High School**
Head Teacher	**Hazel Kinnear**
Link QIEO	**Juliet Luniss**

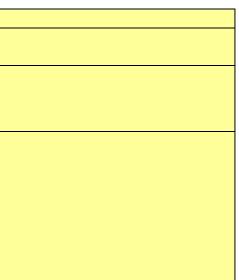| School Statement: Vision, Values & Aims and Curriculum Rationale |
|---|
| Our school motto is Tynecastle CARES and this encompasses our vision and values for our school community – Challenge, Ambition, Respect, Enjoyment and Success. As a school we are striving for excellence and equity for all our 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.

 The current curriculum is based on the changes implemented by the Curriculum Review, concluded in 2019. This review took into consideration Tynecastle students, parents, staff and stakeholders' viewpoints and reinforced the shared vision of attainment and achievement in Tynecastle's unique blend of traditional values and digital expertise. Two main changes were the inclusion of Key Adult Time across the week and S4 students increasing from 6 to 7 National Qualifications. This structure change impacted the timetable.

 The curriculum design follows the Broad General Education in S1-3. Further personalisation and choice allow S3 students to choose 5 subjects along with core academic entitlements of English, Mathematics and French. In the Senior Phase, students can choose to complete up to 7 Nationals (or equivalent) in S4 and progress to a maximum of 5 Highers in S5 and Advanced Highers in S6. |

Improvement Priority 1	
Improvement Priority 1	**Consistently positive relationships between staff and students (to enable young people to engage in learning)**
Person(s) Responsible	Hazel Kinnear (Head Teacher), Positive Relationships, Learning & Behaviour SLWG, House Teams, Union Reps.
Next Steps from Standard and Quality Report	• Launch our most recently updated Positive R, L & B Policy • Introduce Class Charts in response to Student Voice and Staff Feedback • Continued focus on Vision, Values & Aims through AGILE Leadership improvement planning tools as a Senior Team

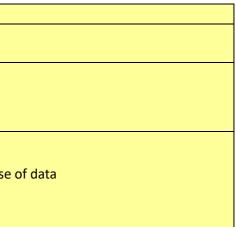| HGIOS 4 QIs	NIF Priority
1.3 Leadership of Change 2.4 Personalised Support 3.1 Ensuring Wellbeing, Equality and Inclusion	Improvement in young people's health and wellbeing

What impact do we want to have?	What problem/s are we trying to solve?	What changes could we make that would result in improvement?	How will we judge whether or not we have been successful?	Stand-ups	Retrospective
• Almost all young people and staff have positive relationships	• A balance between positive relationships and a clear understanding of the rewards/consequences	• Training – CLPL • Conditions for Learning Behaviors – Toolkit • Reward system – Class Charts • Working with parents • School Positive R, L & B system consistently used but adapted for targeted individuals - policy (Education Endowment Fund, Edinburgh Learns, GIRFEC, Additional Support for Learning Act)	First we will see: • Reduction in DfLO referrals • Increase in positive referrals • Reduction in young people in corridors Later we will see: • Reduction in exclusions • Staff survey • Student survey • Focus groups	What progress have we made? What challenges are we facing?What concrete actions should we take next? What impact evidence will we collect?	Orientation. Capturing implementation progrss. Reviewing formative impact evidence. Drawing out lessons. Ways of working.

Improvement Priority 2	
Improvement Priority 2	**Consistently high-quality learning and teaching across the school enabling learners to make progress**
Person(s) Responsible	Mairi MacDermot DHT. Collaborate with Teaching and Learning Leads and whole teaching staff.
Next Steps from Standard and Quality Report	• Focus for CLPL will be on FaFl, part of the Teachers Charter • All staff will engage in Shared Classroom Experience through their Triad work and there will be an increased focus on the use of data • Clearer measures will be put in place to evaluate progress and impact on pupils' learning

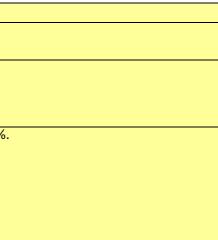| HGIOS 4 QIs	NIF Priority
2.3 Learning, Teaching and Assessment 1.2 Leadership of Learning 3.2 Raising attainment & achievement	• Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children and young people

What impact do we want to have?	What problem/s are we trying to solve?	What changes could we make that would result in improvement?	How will we judge whether or not we have been successful?	Stand-ups	Retrospective
• Almost all learners know what they are learning and how to be successful.	• There are many examples of good practice for us to learn from each other but it can be difficult to have time to observe other members of staff • It is difficult to measure the impact of CLPL on learners • In some lessons the purpose of learning and progress of learners is not always clear Evidence: • Faculty Review • Pupil Voice • Staff evaluations	• SCE will take place in term one and focus on Differentiation (2022-23 focus) • Sharing practice – TeachMeets will be aligned to FaFl focus; SCE on FaFl will take place Aug-Oct 2024-25. • Triad work – use data to consider current classroom practice and next steps • In-service, CATs – Use as a platform to share practice. EEF Edinburgh Learns	First we will see • Positive feedback in teacher evaluations from CATS & in-service days • Teachers trying out new ideas in classrooms – Sharing findings during in-service days Later we will see • SCE and Faculty Reviews will show almost all learners know what they are learning about and how to be successful	What progress have we made? What challenges are we facing? What concrete actions should we take next? What impact evidence will we collect?	Orientation. Capturing implementation progress. Reviewing formative impact evidence. Drawing out lessons. Ways of working.

<table>
<tr><td colspan="2" align="center">**Improvement Priority 3**</td></tr>
<tr><td>**Improvement Priority 3**</td><td>**Consistently improved attendance for a targeted group of S1-4 students.**</td></tr>
<tr><td>**Person(s) Responsible**</td><td>Grace Burns (EWO, PSO, PSLs & Key Adults)</td></tr>
<tr><td>**Next Steps from Standard and Quality Report**</td><td>Continue to improve our approaches to supporting pupils with lower attendance with the aim of reducing the % with attendance under 85%.</td></tr>
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HGIOS 4 QIs	**NIF Priority**
3.1 Wellbeing, Equality & Inclusion	• Improvement in children and young people's health and wellbeing. • Closing the attainment gap between the most and least disadvantaged children and young people

What impact do we want to have?	**What problem/s are we trying to solve?**	**What changes could we make that would result in improvement?**	**How will we judge whether or not we have been successful?**	**Stand-ups**	**Retrospective**
• The actual % of S1-4 pupils with attendance less than 85% reduces to between 9% and 19% Outcomes for learners; targets; % change	• Based on data monitored by CEC the average % of S1-4 pupils with attendance under 85% averaged 27.7% in session 22-23. • Data monitoring places us in the red category with this figure. Reducing to between 9% and 19& would move us to amber.	**More targeted approach: identify three priority groups:** • 1) S1-4 with attendance declining between 80% and 85% • 2) S1-4 with attendance improving between 80% and 85% • 3) S1-4 with attendance declining between 86% and 90% **Addition of Pupil Support Officer Attendance to support identified groups.** Approaches by PSO to include: • 1) Tracking and celebration of improved attendance • 2) Support for increased participation in wider life of the school and tracking of this **Revised and regular communications with parents, carers and pupils to share understanding of the impact of absence.** • This will extend to developing learning community wide communications on attendance.	First we will see • improvements in attendance data for specific young people. Later we will see • improving trend in data collated and tracked by CEC moving us towards our stretch aim. We will also see • increased participation in extra curricular activities leading to improved wellbeing outcomes for young people. The tools we will use will be: • Attendance data gathered by Seemis and CEC • Participation numbers in extra curricular activities linked to those striving to improve attendance • An agreed	What progress have we made? What challenges are we facing?What concrete actions should we take next? What impact evidence will we collect?	Orientation. Capturing implementation progrss. Reviewing formative impact evidence. Drawing out lessons. Ways of working.

			wellbeing self-assessment tool		

Improvement Priority 4	
Improvement Priority 4	**Enhancing Tynecastle's curriculum to meet the needs and aspirations of all learners.**
Person(s) Responsible	Andrew Bryce (DHT) will lead Improvement Priority 4 alongside the Curriculum Leaders and Whole Teaching Staff.
Next Steps from Standard and Quality Report	• The continued development of partnerships across Edinburgh (Neighbourhood schools, Edinburgh College and CEC Heritage Languages) • Parental support will be enhanced with a parental information meeting about the Scottish Curriculum to meet the needs of families who are not familiar with the current curriculum and pathways. Further, there are meetings to explain more about College (and articulate routes to university) as well as Apprenticeships. • Key focus of improvement for 2023-24 will be Learning Pathways for s4 Learners at SCQF Level 5. This is in reflection of HGIOS4 Level 5 illustration: "The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners."

HGIOS 4 QIs	NIF Priority
2.2 Curriculum; Learning Pathways	• Improvement in attainment • Improvement in employability skills and sustained, positive school leaver destinations for all young people.

What impact do we want to have?	What problem/s are we trying to solve?	What changes could we make that would result in improvement?	How will we judge whether or not we have been successful?	Stand-ups	Retrospective
• Learners in S4 have a learning pathway with enhanced level 4 to level 5 provision. • An increase in learners accessing SCQF Level 5 courses in S4 and S5.	• Comparative numbers of S4 learners not attaining Level 5. • Evidence: THS on average 10% lower than VC for learners attaining 5@L5. • [INSIGHT: Benchmarking > Breadth & Depth > All Candidates. Options S4 between 2019-2022] • Learners changing course choices and not understanding the impact of these changes: • Evidence: Lack of coherent learning pathway for learners across curriculum/faculties aligned with positive destination outcomes. • Increase opportunities for breadth at level 5 for S4 learners whilst providing depth for learners progressing beyond level 5.	• Widen opportunities for level 5 courses available to S4s.	First: • CLs can articulate strengths and areas for development of current faculty curriculum for targeted group. Later: • Improvement towards reducing deficit compared with VC in 5@L5 S4 learners. • Increase in Higher Education positive destinations.	What progress have we made? What challenges are we facing?What concrete actions should we take next? What impact evidence will we collect?	Orientation. Capturing implementation progrss. Reviewing formative impact evidence. Drawing out lessons. Ways of working.

Improvement Priority 5	
Improvement Priority 5	**To ensure pupils working at 1st level in literacy and numeracy are able to access learning across the curriculum.**
Person(s) Responsible	Grace Burns (DHT) will lead Improvement Priority 5 alongside the Curriculum Leaders and Whole Teaching Staff.
Next Steps from Standard and Quality Report	We will plan opportunities at school, and learning community levels (at least 2 sessions), to engage in moderation activity focused on either Literacy or Numeracy

HGIOS 4 QIs	NIF Priority
2.3 Learning, Teaching & Assessment	Improvement in attainment

What impact do we want to have?	What problem/s are we trying to solve?	What changes could we make that would result in improvement?	How will we judge whether or not we have been successful?	Stand-ups	Retrospective
• Almost all staff are confident in their understanding in how to meet the needs of learners working at 1st level of the curriculum.	• We are not as familiar with 1st level outcomes, experiences or benchmarks as at 2nd/3rd/4th levels • We don't all feel confident in how to adapt for 1st level learners • The adaptations needed are beyond the typical differentiation for a lesson so will need planning and time commitment	• We could spend time familiarising ourselves with 1st level experiences, outcomes and benchmarks • We could spend time looking at examples of level 1 learners' literacy and numeracy skills • We could adapt resources and assessments • We could research and use approaches which include these learners more readily • We could use IEP targets to plan learning for those individuals	**First we will see** • More staff will report feeling more confident in their understanding of 1st level learners' needs and how to meet them. **Later we will see** • Individuals and departments planning for improvement in approaches, resources and assessment tools inclusive of 1st level learners.	What progress have we made? What challenges are we facing?What concrete actions should we take next? What impact evidence will we collect?	Orientation. Capturing implementation progrss. Reviewing formative impact evidence. Drawing out lessons. Ways of working.