

Tynecastle High School

How Good is our School?

Context of the School

Tynecastle High School, a non-denominational secondary with a roll of 833 (and growing), has served the community of West Edinburgh since 1912. In 2010 we moved to a new site and enjoy first class facilities for learning, which are maintained to an extremely high standard. We are seen as both a traditional and a modern school, with traditions such as School Dux but also a dynamic and innovative approach to learning and improvement. Our school has a very diverse and mixed socio-economic profile and represents wider society in equal measures across our cohorts. We are also extremely multicultural with over 40 different languages spoken by our school community. We sit at the very heart of our community and have strong links with local businesses and partners. We work very closely with our Learning Community, 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. Particular strengths are our work in Literacy and Numeracy, our S4 attainment last session and our outstanding sustained Positive Destinations.

Our focus on Learning, Teaching and Assessment, with quality CLPL for all staff has ensured that we met our previous targets and are now working towards Very Good. Professional Learning is enquiry based and focused on the level of impact on our young people in the classroom. Digital Learning is a key strength and we continue to innovate and develop skills to ensure that Teaching, Learning and Assessment is enhanced through our digital technologies.

We strive for high academic performance, with large numbers of students in recent years going on to study at universities across the country in disciplines such as medicine, languages, engineering and social sciences. We are also committed to developing confidence, citizenship and life-long learning through a

rich set of wider achievement options such as Duke of Edinburgh & John Muir awards which allow students to make the most of their diverse talents. We are also proud that all our S1 classes take part in the Junior Award Scheme Scotland delivering creative projects which improve the local community. Our aim is to provide individualised pathways which are designed to meet the needs of learners in preparation for university, college, modern apprenticeships 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 fifth year running. We are also delighted to be an Apple Regional Training Centre, 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 have previously been awarded the Scottish Education Award for Digital Learning and Teaching and The Digital Award for Schools. We are currently working on updating this as well as working towards the Digital Wellbeing Award.

At Tynecastle we value all of our students equally and are proud of our inclusive culture and commitment to equity. A key feature of the school is our diverse cultural profile. We are fully committed to ensuring that every young person achieves their potential and moves on to the most appropriate positive destination. Our Wellbeing Hub supports the needs of a number of students in S1–3 and we introduced a Learning Hub this session to offer further support to students in S4-6.

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 developed our own School of Basketball, with a number of S1 and S2 students combining physical and academic achievements. We are a Bronze Rights Respecting School, working towards our silver award, at the same time as the Carnegie Mental Health & Wellbeing Award and the LGBT+ Charter.

As a school we readily embrace innovation and are constantly striving to provide engaging opportunities for our students to succeed. To keep abreast of our work please follow us on twitter [@TynecastleHigh](#) or visit our website to find out more: <https://tynecastlehighschool.org.uk/>

QI 1.3 Leadership of Change: Developing a share vision, values and aims relevant to the school and its community, Strategic planning for continuous improvement, Implementing improvement and change

What have we done?

Developing a shared vision, values and aims relevant to the school and its community

- As a school we have continued to re-visit our vision, values and Positive Relationships, Learning and Behaviour policy with all stakeholders.
- We have continued to develop The Information Hub as an effective tool for sharing information and supporting staff's understanding of different needs and backgrounds. We have reviewed our use of this in-house tool and are now underway with planning to move to a new system following consultation with staff and the authority.
- We have continued to ensure that equity is front and centre of all planning, utilising our Information Hub and relevant CLPL.

Strategic planning for continuous improvement

- The School Renewal Plan is linked to the authority Renewal Plan as are faculty plans and Renewal Groups, with all teaching staff being members of Renewal Groups
- We have maintained a culture of collegiate working to take forward school renewal with a variety of SLWGs also experiencing significant success
- The Health and Wellbeing of staff and students has been a priority with Renewal Groups for Staff and Student Health & Wellbeing, Equalities, LGBTQI+, Closing the Gap, Positive Relationships and Rights Respecting Schools.
- The development of Student Voice has continued to be a priority with further development of the new Parliament system and Whole School student questionnaires.
- Our Curriculum Leaders have helped shape the structure and content of meetings for this and next session and have engaged in a variety of Leadership CLPL
- Senior Leaders have invested in Agile Leadership CLPL to develop their skills and unity as a team
- Staff have been heavily involved in the direction that the school has moved – Leadership Meetings, SLWGs, Whole School questionnaires, Health and Safety Committee and WTA Committee.
- Enhanced support and guidance has been offered to CLs through a calendar of 1:1 meetings.
- Further leadership opportunities have been created – PSO Attendance, PSO EAL, Do Digital (3 days)

Implementing improvement and change

- Focus on data has supported attainment for 5@5, students at risk of not achieving literacy and numeracy qualifications and our EAL learners.
- Learning and Teaching has been a whole school priority with prominence highlighted through ten hours of in-service and CAT.
- We have continued to promote enquiry based professional learning through our teaching triads.
- There is an in-house programme of professional learning, including Teach Meets

How well are we doing? What's working well for your learners? How do we know? What evidence do you have of positive impact on learners?

- Student Council Achievements (minutes)
- Improvement Group Achievements
- You Said : We Did following on from student and staff feedback
- Staff membership of Improvement and SLWGs
- Staff Leadership Opportunities
- Attainment data – August
- Faculty Reviews including Focus Groups and questionnaires

HMIE questionnaires

Teaching Staff

Almost All – over 90%

- Almost all staff feel supported to take part in professional learning.
- Almost all staff have a good understanding of the social, cultural and economic context of the school.
- Almost all staff feel that their professional learning helps them to reflect on and improve their practice.

Most – 75-90%

Most staff feel that the school's vision and values underpins their work

Most staff feel that they have regular opportunities to undertake leadership roles

Most staff are aware of and involved in the school's strategies for raising attainment for all

Most staff use information including data effectively to identify and reduce inequalities in children's and young people's outcomes

Parents/Carers**Almost All – over 90%**

Feel that the school is well led and managed

Support Staff**Most – 75-90%**

- Most have a good understanding of the social, cultural and economic context of the school.

What are we going to do now? What are your next improvement priorities in this area?

- 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
- Roll out Agile Leadership improvement methodology for middle leaders
- Implement new leadership model for Improvement Groups and Leadership opportunities following recent self-evaluation
- Utilise Leadership for Equity training to raise attainment for targeted groups of individuals (EAL and SIMD 1-3 etc)
- Introduce Edict to further develop staff skill in tracking and monitoring and use of data to raise attainment
- Further develop leadership roles for students out with our Student Council and make more explicit our You Said:We Did actions through our Assembly programme
- Further develop leadership roles for support staff
- Make explicit our self-evaluation and priorities and improve communication of these.

Students and young people

- Less than half feel that the school takes their views into account and listens to their views

Support Staff

- Less than half support staff feel that they have regular opportunities to undertake leadership roles
- Less than half our support staff feel that they have opportunities to be involved in the school's self-evaluation or agreeing priorities for the school

How you would evaluate this QI using the HGIOS 4

4

QI 2.3 Learning, Teaching and Assessment: Learning and Engagement, Quality of Teaching, Effective Use of Assessment, Planning Tracking and Monitoring – *Including evaluative comment on progress made with the Teachers' Charter*

What have we done?

Learner Engagement

- We created the opportunity for staff to take part in Shared Classroom Experience. Twelve staff from a range of Faculties have engaged with this including attending training about pupil focused observations and sharing lessons they learned.
- We continued with the use of school Triads with staff focusing on the Teachers Charter and zooming in on Differentiation. Emphasis was placed on looking at the impact of new ideas on pupil learning and engagement. All staff have shared their findings in a whole school staff showcase.
- We created lesson observation record sheets as part of the Teaching & Learning toolkit so that all observations focused on the impact on learners.
- The Faculty Review System included two elements of pupil voice – questionnaires which were given to the whole school population and small focus groups; one BGE and one Senior Phase. This enabled staff to ask questions regarding learning and engagement to pupils. Staff also used the newly developed observation sheets to ensure they were focusing on pupil impact when commenting on strengths and areas for development.

Quality of Teaching

- We created a more streamlined system of TeachMeets in order to share good practice across the school. A Teaching and Learning Lead Teacher organised these so that there were clear themes for teachers to sign up to, one every half term.
- As part of the Empowered Learning Programme we completed a refresh of the Digital Schools Award. A key part of this was working alongside pupils to develop a 'Be ready' and 'Be respectful' approach for digital learning.
- We developed a new Faculty Review system, Three Faculties were reviewed, PSE, Maths and Design. The Faculty Review system was linked to the Teaching and Learning Toolkit and the whole school focus on Differentiation as part of the Teacher's Charter. Visiting staff were invited to take part in the Faculty Review Process and CLs from different Faculties were also invited to develop practice and share learning.
- A Teaching and learning Toolkit was created to help develop a common language and greater consistency across Learning and Teaching. Five areas were highlighted that make highly effective lessons at Tynecastle. CLPL was linked into these areas so staff could access learning at the touch of a button.
- We have continued to develop digital learning. This has included prioritising the access to digital tools such as Tucano pencils, laptops for and connectors so that every classroom can easily use Apple TV. We have continued to weave digital learning into all our CLPL opportunities which has included a dedicated slot to share digital learning and teaching tips in every CAT and in-service day. We have created *Digi* student leads who have chosen a specialist topic to share with staff and students in a training session.

Effective use of assessment

- We have created a quality assurance calendar to include times for moderation and assessment as well as opportunities for sharing practice in Faculties.

Planning tracking and monitoring

- We have created a transparent system for interventions following whole school tracking periods. House Meeting have calendared times to discuss tracking interventions following whole school reporting windows.
- We have focused on the use of data in LT meetings. We have used the model from the Leadership for Equity Course to consider different types of data and will continue to develop this next session.

How well are we doing? What's working well for your learners? How do we know? What evidence do you have of positive impact on learners?

Learning and engagement

- The Shared Classroom Experience highlighted key areas that were positively impacting learner engagement. Pupils specifically identified that when teachers modelled and scaffolded learning, they found this particularly useful in making progress.
- In both House Meetings and the School Parliament pupils identified key areas that impacted their learning and engagement positively. The area that was highlighted as a particular strength by pupils was the use of digital technology in enhancing learning
- Pupils were asked for their views as part of the Faculty Review process through focus groups and questionnaire and observations focused on pupil engagement in lessons. The following was highlighted:

In PSE observations showed that there were excellent relationships between pupils and teachers across all the classes that were observed.. All observers commented that the positive ethos meant that pupils observed appeared comfortable to share opinions and answer questions. There was a variety of questioning techniques used in lessons including –probing, cold call, hands up. This meant that many pupils were engaged, and answers were used to facilitate discussion. Almost all lessons had a range of engaging activities which helped to chunk the lesson into clear sections and keep the learners focused. In questionnaires 83% said they always fully take part in their PSE lessons.

In Maths, pupil questionnaires highlighted engagement of pupils as a strength with 90% either selecting strongly agree or agree when given the statement *'I always fully take part in my Maths lessons'* and 80% of students selected strongly agree/agree when given the statement *'my teacher asks questions which challenge me and make me think'*.

In the Design Faculty observations highlighted that almost all pupils were engaged with lessons. There were many examples of lessons that were planned based on a strong understanding of pupils' interests and strengths. In questionnaires pupils responded strongly to the statement that they always fully take part in lessons - Art & Design 88% agreed/strongly agreed, DM & Graph Comm 90% agreed/strongly agreed with that statement and in HFT lessons – 99% agreed/strongly agreed.

Quality of teaching

- The evaluation of the Triad work showed that 78% of teachers found working in the Triad either extremely useful or somewhat useful in improving the quality of their teaching. Only 2% graded it as not useful. This was just one staff member from 40.
- Lesson observations as part of the Faculty Review highlighted the following:

In PSE there was frequent use of think/pair/share to verbally provide scaffolds for pupils in all lessons. Walking the room was used effectively in all lessons observed and pupils were well supported by teacher's 1-to-1 input. In pupil questionnaires 85% said they used digital technology to impact their learning.

In Design almost all lessons had clear examples of modelling and scaffolding to support learners. Peer support was particularly strong across the Faculty, with pupils confidently working together and supporting each other with tasks. In all lessons teachers circulated the room to offer one to one support to learners. Live modelling was effectively used in all lessons with teachers asking pupils questions whilst demonstrating and modelling to them. Modelling was also used to help chunk learning. Digital technology was used to help model work to pupils. In almost all lessons questioning was used well to check for understanding. Pupils' questionnaires also highlighted the quality of teaching. In Design & Manufacturing 92% and HFT 95% agreed or strongly agreed that *'our learning is varied i.e., we complete different activities'*. Digital Learning was also a strength with 97% selecting agree/strongly agree that we use digital technology to support our learning in HFT.

In the Maths Faculty almost all lessons used live modelling; with the teacher speaking through problems on the board. The majority of lessons followed the 'I, we, you' approach or 'my turn, your turn'. Both these modelling techniques meant that pupils had models to refer to when they came to complete their own work. This was further supported using digital tools with the majority of teachers using One Note or Teams to ensure that pupils had their own copies of WAGOLL's completed in class. Pupils spoke of the frequent use of some apps such as Desmos and some lessons showed the use of iPads as whiteboards to check on learning. The strength of digital learning in the department was reflected in pupil questionnaires with 88% selecting strongly agree or agree when given the statement *'we use digital technology to support our learning'*.

- In the end of year evaluation on Triads and CLPL teachers commented that

'The toolkit has been fantastic, so looking forward to focusing on that again next session.'

'It definitely feels like learning and teaching knowledge is improving compared to when I first started at the end of 2020.'

'The toolkit is fantastic and keeping links, reading and staff examples from presentations / posters etc. all in one place makes it much easier and less time consuming or overwhelming to find good resources making it much more achievable to make an impact in the classroom.'

- The Teaching Staff Survey highlighted that professional learning is viewed as a strength with 100% of staff either agreeing or strongly agreeing with the statement that they *are supported to take part in professional learning*. 97% of staff agreed or strongly agreed that *professional learning enabled them to reflect on and improve their practice* with 3% selecting *I don't know*.

Effective use of assessment

- The new interventions system has meant that interventions are more consistent, and it is easier to evaluate their impact
- The new intervention system has led to better sharing of types of quality interventions and an increase in CLs contacting parents directly
- The quality calendar has helped to shape conversation at CL-SLT link meetings, and this will continue to be developed next session

What are we going to do now? What are your next improvement priorities in this area?

- Focus for CLPL will be on FaFI, part of the Teachers Charter – driven by data from the Faculty Reviews
- The main areas of focus will be i) LI & SC, ii) eliciting evidence of understanding and iii) feedback that moves learning forward
- There will be an increased focus on the use of data in Triad work - building of the work from the Leadership for Equity Course
- All staff will engage in Shared Classroom Experience through their Triad work
- Clearer measures will be put in place to evaluate progress and impact on learning - use of Guskey's scale – participants response, impact on teachers and impact on learners
- Utilise the Quality Assurance Calendar in each CL-SLT Link Meeting to further develop Moderation across the school
- We will develop Pupil understanding of the 5 features of highly effective lessons at Tynecastle High School by developing clear logos and sharing the language through pupil voice
- Top Tip Tuesday will be on rotation through Faculties to create more opportunity for a greater number of staff to share good practice
- TeachMeets will be aligned to the focus on FaFI
- A new tracking system will be introduced to allow for more in-depth analysis and evaluation
- Focus on Accessibility for all across Apple & Microsoft platforms
- New staff/probationers/(current staff): Apple Teacher Qualification through induction programme
- Digital Leaders - expanding team, training, put through Apple Teacher programme to progress to Digital Expert (celebration along with staff).

How you would evaluate this QI using the HGIOS 4	4 Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing, Fulfilment of Statutory Duties, Inclusion and Equality – <i>Including Leadership for Equity and The Promise</i>	
What have we done?	
<p>Wellbeing</p> <ul style="list-style-type: none"> • We have increased the range of our partnerships to support targeted interventions to improve wellbeing. Examples of these include <ul style="list-style-type: none"> ➤ Sidestep working with young people at risk of anti-social and offending behaviour ➤ People Know How working with identified S1 pupils to support a successful transition to high school ➤ SHE Scotland working with two groups of S1/S2 girls on confidence and positive relationships • Through steps planned to increase awareness, our Place2Be counselling service is very well used with pupils, parents and staff referring. The service has extended into group work sessions aimed at senior pupils. • We shared information about how to protect and improve mental health through Mental Health Week in February; the theme of which was 'Let's Connect'. • Our antibullying policy and practice has been revised in consultation with our school community. A working group of pupils, staff and parent representative met and worked together on surveying pupils, parents and staff. This information then informed our revised policy. • CLPL opportunities on understanding and support mental health have been signposted to staff. A number of staff undertook Place2Be Mental Health Champion training and also participated in an ASD webinar- offered by Place2Be. • We continue to work towards achieving the Digital Wellbeing Award. <p>Fulfilment of Statutory Duties</p> <p>We have taken a targeted approach to improving attendance.</p> <p>Attendance data is analysed at monthly House meetings and actions identified for three key groups:1) S1-4 pupils whose attendance is below 85% and declining, 2) S1-4 pupils whose attendance is below 85% and improving, 3) S1-4 pupils whose attendance is between 85% and 90% and declining.</p> <p>Attendance letters have been revised to align with CEC Management of Attendance policy.</p> <p>Information about attendance has been shared at assemblies for all year groups.</p> <p>Pupil Support Leaders share and discuss attendance data with pupils on a weekly basis in PSE lessons.</p>	

Support staff involved in the administration of daily attendance has been streamlined to make best use of knowledge and experience.

In addition, a PSO Attendance has been appointed and will take up post at the start of session 23-34.

Inclusion and Equality

We continue to work towards achieving the Silver RRSA Award. This session we have

- Surveyed pupils and staff to ascertain understanding about Children's Rights
- Audited where Children's Rights impact on our curriculum
- Raised awareness in our school community
- Developed a range of icons which will be visual references to where Children's Rights underpin the learning which is happening
- Planned a calendar to support us in raising awareness of Children's Rights through assembly or key adult time.

We continue to work towards achieving the Silver LGBT Youth Scotland Award. This session we have

Our pupils and staff Equalities group discussed ways to celebrate our diverse community and planned a Cultural Day in June.

The English and Social Subjects faculties have begun work on decolonising and improving inclusion in our curriculum.

Work to reduce poverty related barriers for pupils is ongoing. Measures taken this session include

- Our information leaflets on financial advice and support have been translated into more languages
- iPad charging stations have been purchased to allow pupils to charge devices at school rather than at home
- Identified pupils can access to showers before the start of the school day
- A student survey was undertaken to identify further actions
- Awareness raising for students took place through presentations in Key Adult time
- All staff participated in 1 in 5 training during INSET time
- Identified S3 pupils took part in the Brilliant Club Tutoring programme to support access to higher education.

Staff participated in training to share understanding about the barriers to learning our autistic learners face.

The CIRCLE Framework was introduced to support the use of inclusive strategies and approaches.

How well are we doing? What's working well for your learners? How do we know? What evidence do you have of positive impact on learners?

Our attendance data has improved over the session with our relative value moving from red to green.

Most 75% - 90%

In our pupil survey:

- Most pupils said our school offers them the opportunity to take part in activities in school beyond the classroom and timetabled day.
- Most students feel safe when they attend school
- Most students feel that staff treat them fairly and with respect
- Most students feel that their school helps them to respect and understand other people
- Most students feel that there are lots of chances to get regular exercise

90% - 100%

In our staff survey:

- Almost all staff reported they have a clear understanding of the social, cultural and economic context of the school.
- Almost all staff treat young people fairly and with respect

In our parent/carer survey

- Almost all parents feel that staff treat their child fairly and with respect
- Almost all parents feel that their child is safe at school
- Almost all parents feel that the school encourages young people to treat each other with respect

What are we going to do now? What are your next improvement priorities in this area?

Wellbeing:

- Implement a planned approach to measuring wellbeing and the impact of targeted interventions
- Extend our Place2Be service to include Journey of Hope group counselling and Place to Think support for staff
- Launch our revised anti bullying policy to pupils, parents, carers and staff and signpost anti bullying training for staff

Attendance:

- Implement a tiered approach to attendance improvement working with our PSO Attendance and EWO (to be appointed).
- Target S1-4 pupils with attendance between 80% and 90% through the PSO Attendance role.
- Support collegiate working across the PSO team to improve outcomes for attendance, equity and EAL learners.

Equity:

- Form a student led equity group
- Devise a 'cost of the school day' calendar
- Focus on equity in attainment

How you would evaluate this QI using the HGIOS 4

Good

QI 3.2 Raising Attainment and Achievement Attainment in Literacy and Numeracy, Attainment over Time, Overall Quality of Learners' Achievement, Equity for All Learners - *Including progress made on Stretch Aims*

What have we done?

Attainment in Literacy and Numeracy

- We Identified new S1 learners from one of our cluster primary schools with gaps in literacy & numeracy, planned with our QIEO how best to close this gap, setting realistic targets for improvements once all data and information had been shared.
- We utilised RSA, targeted support and extraction plus our Learning Hub to support these identified students.
- We have continued to implement targeted interventions for groups of young people with gaps in literacy and numeracy skills in the senior phase.

- We employed a Support for Learning teacher (Inclusion – Senior Phase) to provide targeted support and to ensure that our students most at risk of missing out achieved success (literacy and numeracy as a priority).
- We Identified S4 Learners at risk of leaving with no qualifications (literacy & numeracy) and offered targeted support.
- We Identified S4 Learners with 5@5 potential and provided targeted support.
- Our analysis of Leavers’ Insight data helped us to identify young people who were at risk of not achieving their potential, and we provided targeted support.
- Pupil Support Officer EAL employed to support aspiration, attendance and achievement of individuals, small groups and ESOL classes.

Attainment over time

	ACEL			Coursing for S4	
	L2	L3	L4	NAT4	NAT5
Literacy	19%	40.5%	40.5%	25%	75%
Numeracy	6%	23%	71%	42%	58%

Overall quality of learners’ achievement (Stretch Aims)

	January “ON” Track	March Presentation Levels
S4: 1 NAT5	60%	82%
S5: 1 HIGH	59%	81%
S6: 1 ADVH	21%	34%

- The new interventions system has meant that interventions are more consistent, and it is easier to evaluate their impact
- The new intervention system has led to better sharing of types of quality interventions and an increase in CLs contacting parents directly
- The quality calendar has helped to shape conversation at CL-SLT link meetings, and this will continue to be developed next session

Equity for all learners

- We have engaged in a partnership with Futures First to raise aspirations and build an alumni support system. We have engaged in a partnership with Intercultural Youth Scotland providing mentoring support to young people of colour to raise aspirations and improve Positive Destinations.
- We have introduced targeted Senior Phase Information Evenings as part of our focus on improving Higher Education figures.
- We have utilised our in-house Mentoring system to provide academic support for young people in need of targeted interventions following the analysis of our data.
- Study Support during lunchtimes and after school has been offered at a universal and targeted level along with Easter Revision,
- There has been systematic tracking and the targeted support of key groups and individuals by our 16+ Group, House Teams and Faculties.

How well are we doing? What's working well for your learners? How do we know? What evidence do you have of positive impact on learners?

- Extremely positive presentation rates for literacy and numeracy (see Insight)
- 100% Level 4 Literacy for S6 students last session
- Support for Learning Teacher (Inclusion – Senior Phase) post established and over one hundred qualifications achieved by students receiving this support.
- Pupil Support Officer EAL established with positive impact on attendance and attainment (see monitoring and tracking, SQA results and Insight)

- EAL teacher (0.2 FTE) continued to support learners in the senior phase (see monitoring and tracking, SQA results and Insight)
- Continued exceptionally high Positive Destinations

Most 75% - 90%

In our student survey:

- Most young people feel that their work is hard enough
- Most young people feel that the school offers them opportunities to take part in activities beyond the classroom and timetable

Almost all 90% - 100%

In our staff survey

- Almost all staff give young people regular feedback which helps them to progress

In our parent/carer survey

- Almost all parents are satisfied with the school
- Almost all parents would recommend the school to other parents

What are we going to do now? What are your next improvement priorities in this area?

- Establish a Learning Hub for Senior Phase utilising our literacy, numeracy and wellbeing staff.
- Further develop our use of data at classroom, faculty and whole school level to monitor the impact of our interventions.

- Introduce Edict following consultation and review to better track our learners and ensure early interventions and supports
- Continue to focus on Level 5 Numeracy as a target for all appropriate Senior Phase students
- Strategic approach to raising attainment for our middle 60% through universally improved learning and teaching and targeted support for key individuals and groups

How you would evaluate this QI using the HGIOS 4

4 Good

QI 2.2 Curriculum: Theme 3 Learning Pathways

What have we done?

- Career ambitions are re-visited through the PSE curriculum, SDS Careers Advisor interviews and activities during S56 Induction, LEAPS trips and visits to College or University. This makes the progression to a positive destination tangible for students.
- An emphasis on the next destinations was a focus for students making course choices and tailored parental information evenings were provided. The UCAS Support Evening for Parents was well attended with support from LEAPS and Napier University. Recently the college offer of Foundation Apprenticeships has been taken up by students in Engineering and Creative Media.
- All staff take individual responsibility for the digital support for their class as Empowered Learning has facilitated. Best practice has been shared at Teach Meets and Practitioner Research feedback sessions.
- 2022-23 Tynecastle's curriculum introduced new courses: NPA Exercise & Fitness and short courses in NPA Criminology, Photography, Exercise & Fitness and Laboratory Skills.
- S1-3 had whole year group presentations from the Fire & Rescue Service and Sustainable Engineering challenged gender stereotypes as female fire and rescue officer spoke about her work. And the sustainable engineer spoke about his career path. An S2 Career Speed Dating event will cover over 10 different industries ranging from Digital Technologies, Financial Services, Sport, Childcare, Science and Engineering.
- Outdoor learning has continued with strengthening links with the Green Team delivering S2 outdoor learning opportunities and S2 Social Studies exploring the local environment on their outdoor learning activities. Further example, Sustrans delivered a day with NAT Geography class and continuation of one-to-one interviews with students.

How well are we doing? What's working well for your learners?

- The partnership with Edinburgh College has meant that students have been provided with further opportunities for access to their curriculum. This partnership has allowed students to access courses that otherwise they would not have. Neighbourhood Schools Partnerships have also had this positive impact with students at Boroughmuir and Currie High School.
- Short Courses were well attended with students gaining either full qualifications (Criminology) or unit qualifications for majority of students.
- Provision for Pathway 3 students (S123) continues: Outdoor Education, Spartans, SCRAN Academy, Youth 180, Growing Youth, Green Team partnership.
- Three Parental Information Meetings were attended with approximately 100 attending each evening. The specific UCAS focus allowed for S5 and S6 was very well received and allowed a sharper focus for parents and students to get information and ask about. The S2 parental information evening allowed parent/carers to engage with thinking the future pathways of their children.

How do we know? What evidence do you have of positive impact on learners?

- The Career BGE Talks have been directed by the student career sector aspirations which have been collected of which the most popular are Sport & Leisure, STEM, Performing Arts, Healthcare, Hair & Beauty, Engineering and Art & Design. This has fed into the professionals invited to either career talks or the S2 Career Speed Dating. Feedback from students have been positive with students referring to it as “inspirational” as it was exactly the sector that the student is aspiring to.
- S456 survey about sector interested in: Most popular sectors were Admin & Business, Computing & ICT, Art & Design, Engineering, Healthcare, Legal & Court Service, Performing Arts & Media, STEM, Sports & Leisure. This shows a range of professions sought and the curriculum and partnerships meeting the provision for access to these sectors.
- Student aspiration about the route for themselves (S456): 158 University, 73 College, 20 Apprenticeship, 12 Employment, 8 Training, Other (total 292). This further confirms the need for a separate UCAS parental information meeting and further meetings on College and Apprenticeships.

Positive Destinations for Leavers 2022

Destination of 113 leavers	Number of Students	% of Leavers
Employment Full-Time	8	7
Employment Part-Time	3	2.6
Further Education - College	41	36
Higher Education - College	4	3.5

Higher Education - University	34	30
Modern Apprenticeship	10	8.8
Other Formal Training	5	4.4
Unable To Determine	1	0.8
Unemployed - Ill-Health	1	0.8
Unemployed - Seeking	2	1.7
Unemployed/economically inactive	2	1.7
Volunteering	1	0.8
Working with Cyrenians	1	0.8

What are we going to do now? What are your next improvement priorities in this area?

- The continued development of partnerships across Edinburgh will provide opportunities for students in response to their career and course aspirations. Through the CEC heritage language provision, we aim to support the aspirations of 26 learners by working with CEC to gain qualifications in Arabic, Cantonese, Urdu and Polish. In Tynecastle, new courses are being delivered in 2023-24: ADVH Business Management, ADVH Modern Studies and NPA Team Sports. Furthermore, short courses of Photography and Criminology will be delivered as a full course this year. Curriculum further broadened with Neighbourhood Schools – accessing HIGH Economics, ADVH English (whilst providing HIGH Dance, ADVH History, HIGH Fashion & Textiles to other schools).
- Further partnership benefits are with Edinburgh College as it provides greater breadth of SCQF Level 4-6 qualifications; students have applied for 27 different courses (across 4 campuses) across the creative, engineering, construction, languages, social sciences and computing skills departments.
- 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.
- A key focus of development will be Learning Pathways. 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. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners.”

How you would evaluate this QI using the HGIOS 4	4 Good

QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)

What have we done?

- We reintroduced in-person Parents’ Nights following consultation with parents/carers and staff which has resulted in good uptake across year groups.
- We provided a programme of Senior Phase pathway events following parental feedback.
- Our Pupil Support Officer and QIEO worked with a number of teachers to provide a comprehensive Parental Engagement and Family Learning Initiative to build relationships through engagement with targeted parents; to build confidence and skills in parents in supporting learning; and to increase attainment for those children who are off track in their learning.
- We delivered a series of subject specific Parental Engagement sessions.
- We further developed our ‘how to’ online offer to parents/carers following feedback.
- Collaborative working with Lifelong Learning colleagues led to the creation of ESOL classes for our parents/carers x 2
- We added to our Pupil Support Officers by employing a PSO EAL and PSO Attendance. We have utilised the support of our PSO EAL to target families and ensure engagement with Parents’ nights, Information Evenings and engagement in their young person’s learning.
- Worked with Big Hearts ‘Schools Out’ programme to support our most vulnerable families.
- Working to support the Ask Dad’s group which offers support in raising teens
- Parent Carer Council reintroduced social events including a Race Night and Burns Night, where joint planning and delivery provided a celebration of young people’s achievements.

How well are we doing? What’s working well for your learners? How do we know? What evidence do you have of positive impact on learners?

- We presented our Parental Engagement and Family Learning Initiative to primary and secondary colleagues
- We were asked to share at Edinburgh Learns Good Practice Event
- We had full uptake and a waiting list for our ESOL classes
- Numbers in attendance at Senior Phase events
- Burns Night planned and delivered by parents, young people and staff (sold out)

Parents/Carers

Almost All – over 90%

- Almost all parents/carers feel comfortable approaching the school with suggestions, questions or a problem.

What are we going to do now? What are your next improvement priorities in this area?

- Following feedback we will add our Parental Engagement sessions to existing calendared events and communicate these more widely
 - Following reviews we will offer differentiated sessions to our EAL parents prior to Information evenings as appropriate
 - We will re-introduce our Digital Learning Day for parents/carers
 - We will work with our parent body to further develop our ESOL offer to include social/conversational events to build language skills and relationships
-
- Less than half of our parents/carers feel that the school organises activities where they can learn with their child.

How you would evaluate this QI using the HGIOS 4

4