

School Information

School/Establishment	Tynecastle High School
Head Teacher	Hazel Kinnear
Link QIEO	Tracy Urquhart

School Statement: Vision, Values & Aims, Curriculum Rationale

Tynecastle High School, a non-denominational secondary with a roll of 880, 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 Support. 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 relentless 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. Last year also saw the development of our new S1 Skills course - encompassing digital skills, sustainability and skills for work. 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. By continually reviewing our curriculum offer and pathways we are able to realise this.

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. 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, The Digital Award for Schools and the Digital Wellbeing Award. We are also the only Scottish state school to achieve Apple Distinguished School status for the fourth time.

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 our Learning Hub (FLEX) provision which provides targeted support for students in S4-6, with the focus on 5 for All, including Literacy and Numeracy qualifications. We continue to develop our Integrated Enhanced Support Provision for our school community, to ensure that we are meeting the needs of all learners.

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. We have achieved the Carnegie Mental Health & Wellbeing Award, the LGBT+ Charter award and are proud to share that our school values are central to our relationships across our school community.

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: <https://tynecastlehighschool.org.uk/>

In February 2025 we undertook a local authority SSE (School Self-Evaluation) Visit. The outcomes of this visit provided very valuable self-evaluation information to further enhance our self-improvement journey.

Although not formally graded, we were provided with the following:

1.3 Leadership of Change	Good/Very Good
2.3 Learning, Teaching & Assessment	Good
3.1 Ensuring Wellbeing, Equality & Inclusion	Good/Very Good
3.2 Raising Attainment & Achievement	Satisfactory

We have made considerable progress as a school this year as evidenced in this report and anticipate further improvements in our gradings at the end of session 2026/7.

Three Year School Plan for Improvement			
Quality Indicator	2024-2025	2025-2026	2026-2027
1.3	*	*	*
2.3	*	*	*
3.1	*	*	*
3.2	*	*	*
Additional QIs	1.1 2.2	1.1 2.1 2.2	1.1 2.1 2.2

Improvement Priority 1 2026-27

Priority	1.3 Leadership of Change
Person(s) Responsible	Hazel Kinnear
Next Steps from Standards and Quality Report	- Formally launch the updated Vision & Values, placing Challenge and Ambition at the centre. - SSE – Senior Leaders and Staff should continue to offer more young people opportunities to lead change by raising the profile of the opportunities on offer within the school community. - Introduce Class Charts - Conduct a HWB/Outdoor Learning Audit to plan and create the Tynecastle High School HWB/Outdoor Learning Offer

HGIOS 4 QIs	NIF Priority
1.1 Self-evaluation for Self-improvement 1.3 Leadership of Change 3.1 Ensuring Wellbeing, Equality & Inclusion 3.2 Raise Attainment & Achievement	- Place human rights and needs at the centre of education - Improvement in attainment, particularly in literacy and numeracy

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
Young people felt that the school environment could be improved and does not fully	Update our school website. Update all signage, posters, policies, presentations etc in line with our THS brand.	Flags to be installed in the Atrium representing every country in the world.	Most young people feel that the school environment is attractive and reflects who they are and what our priorities are.	Key Adult Evaluation Form – October 2026

reflect what our school stands for or our identity. Young people felt that THS focuses well on Respect and Enjoyment from CARES but would like us to put Challenge and Ambition at the centre of our updated vision. Our website is out of date and requires to be updated. Our signage, posters and policies are very different and require a unified approach.		(Print Services & KS – July 2026) Work in partnership with IYS to further develop our Culture Desk. (A different country to be celebrated bi-weekly by student body – IYS & Culture Club) Signage installed around the school based on our updated vision and values with input from Student Voice and staff. (Print Services & KS – July 2026) School website redesigned to marry with Vision and Values and signage. (FI and faculties – June 2027) All posters, policies, letters, presentations to eventually incorporate THS brand. (All staff – August 2028)	Most young people know and engage with the CARES values. Most young people young feel included and that they belong to THS. Most young people feel that they are being challenged and that we are ambitious for them. Most parents and partners feel that our website is attractive, easy to use and reflects our school community. Almost all young people, staff, parents/carers and partners feel that THS has a clear THS brand putting challenge and ambition at the centre.	Student Evaluation Form – March 2027 Staff Evaluation Form – March 2027 Parent/Carer Evaluation Form – March 2027
Our SSE (February 2025) highlighted the fact that we should continue to offer more young people opportunities to lead change by raising the profile of the opportunities on offer within the school community.	Audit young people on the leadership experiences currently offered and use the feedback to plan further opportunities and share what we do more widely.	Parliament used to evaluate leadership opportunities and gaps in our provision – HK (April 2026) Review and update Senior School Leadership offers and system and launch at Senior	Almost all young people are aware of the leadership opportunities available. Almost all young people feel that we are offering sufficient leadership opportunities.	Student questionnaire – March 2027

		School Induction Student Voice Lead, GB & HK (May 2026) Create Student Leaders of Change linked to School Improvement Groups – HK (August 2026) Create a more robust Student Voice system linking other leadership roles to highlight the impact of student leadership across the school – Student Voice Lead, GB & HK (May, June & August 2026) Formalise offers across the school and include – interviewing, tours, focus groups, Open Evening, Transition Support visits Lesson Study etc and share with staff, students and parents/carers - HK (August 2026)	There is a student led group attached to each School Improvement Group who feel that they have a voice in school improvement.	Student questionnaire – March 2026
The Student Council and School Parliament Evaluation of the year 2025/6 highlighted the desire for a more comprehensive HWB/Outdoor Learning Offer combined with excursions. The sustainability work of the school the last two sessions has	Further consultation and an audit of provision with young people, staff and parents/carers. Fine tune our sustainability work to focus on Outdoor Learning/HWB - curriculum and campus.	Create Sustainability (Outdoor Learning/HWB) Lead – HK (June 2026) Create staff and student School Improvement groups – HK (August 2026)	There is a THS Outdoor Learning/HWB Offer which almost all staff, students and parents/carers know and engage with.	Audit staff for current provision – OL/HWB Lead (by September 2026) Questionnaire for students, staff and parents/carers - March 2027.

not been strategic enough to bring about the impact that we hoped for. Since Covid 19, our HWB offer has diminished – JASS Award, John Muir Award, and S1-3 Outdoor Learning Offer. Our excursions abroad are very limited. Our HWB Week has gradually become a combination of HWB and Activities and would benefit from revisiting its aims. Student Voice has highlighted that senior students would welcome opportunities to be involved in Sports Day and other HWB activities.	Review our current offer (Outdoor Learning, Excursions, HWB Week, and Sports Day with all stakeholders and create the updated THS Offer for 2027 onwards.	Audit staff for current provision – OL/HWB Lead (by September 2026) Questionnaire to students, staff and parents/carers to ascertain what all stakeholders would like THS offer to look like – OL/HWB Lead (by September 2026) Create THS Offer for HWB/Outdoor Learning and launch with all stakeholders – OL/HWB Lead & SIG (January 2027)		
Student Voice highlighted for us the inequity of our current reward system, with senior students less involved in our Positive R, L & B Policy and Practice. Parental feedback has indicated that they would welcome more frequent feedback on the progress of their young person as well as information regarding assessments and other key information.	Introduce Class Charts as a system to: Strengthen our positive learning environment. Recognise effort, progress and achievement. Encourage students to demonstrate the re-launched school values.	Look outwards to good practice in others schools – SLT & CC Lead (May/June 2026) Appoint a Lead for this project – HK (May 2026) Create a timeline for planning and implementation – JP (May/June 2026) Create a SLWG – (June/August 2026)	All staffing using Class Charts consistently across the school to ensure that all young people are included in our celebrations of success. Clear understanding regarding expectations for behaviour and learning understood by almost all young people, staff and parents/carers. Almost all young people, staff and parents/carers are satisfied	

Staff have voiced the need for a more consistent system to provide positive feedback and to involve parents/carers.	Celebrate success at individual, class and whole school level. Provide clear expectations for behaviour and learning.	Create staff and student accounts – JP & Office (June – September 2026) Transfer of student information (ASN) - JP, LA & GB (August-September 2026) Set up positives and consequences linked to PR,L&B and school vision and values – JP with all staff (August – September 2026) Trial the use of positives (Greens) with SLWG – JP & SIG – September – October 2026 Evaluate trial with staff and students and use feedback to fine tune system – JP & SIG - September – October 2026 All staff use system for positives (Greens) - October – December 2026 Use positive and negative behaviours linked to PR,L& B policy and school values – JP and all teaching staff – January – February 2027 Evaluate this trial with staff and students and use feedback to further fine tune system – JP & SIG - February 2027	with our customised system and feel that they have been involved in its development and implementation.	Evaluate trial with staff and students and use feedback to fine tune system – JP & SIG - September – October 2026
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		Create parent/carers accounts – JP & office staff – February 2027 Launch system with parents/carers - JP & IG – February – April 2027. Evaluate implementation of Class Charts with staff, students and parents/carers - JP & SIG – April – June 2027 Analyse data to plan for full launch – JP & SIG – April – June 2027		Evaluate this trial with staff and students and use feedback to further fine tune system – JP & SIG - February 2027 Evaluate implementation of Class Charts with staff, students and parents/carers - JP & SIG – April – June 2027 Analyse data to plan for full launch – JP & SIG – April – June 2027
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Evaluation (January, May)

See measurement column.

Improvement Priority 2 2026-27

Priority	Curriculum
Person(s) Responsible	Andrew Bryce
Next Steps from Standards and Quality Report	• Development of the Curriculum Introduce, analyse and plan the Curriculum Improvement Cycle changes for implementation in BGE in 2028-29. • Learning Pathways Improve attainment in S4 Middle 60% through senior phase course development, pathways, wider achievement accreditation and communication of courses.

HGIOS 4 QIs	NIF Priority
2.2 Curriculum	Attainment for All

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
Development of the Curriculum Curriculum Improvement Cycle framework will require changes to the curriculum to be implemented for 2028-29.	Introduce, analyse and plan the Curriculum Improvement Cycle (CIC) changes for implementation in BGE in 2028-29.	Introduce draft frameworks to Leadership Team (21 Aug) Leadership Team introduce draft frameworks to Faculties (18 Sept)	Each faculty and department subject will • Created a document outlining the gaps of current curriculum and CIC draft frameworks	Subject documents outlining the gaps for transition to new curriculum in 2028-29. [Dec 2026 = All Subjects, CLs, Class Teachers]

		Discuss leading the curricular changes at Leadership Team (24 Sept LT Mtg & 5 Oct CL/SLT) Faculty CAT dedicated to analysing and giving feedback on the draft frameworks (6 Nov Faculty CAT & 20 Nov Faculty CAT). Faculty Improvement plans created with a focus on CIC (26 April CL/SLT and 4 May INSET)	• Provided feedback to Education Scotland on reflection of draft frameworks. • Have subject CIC framework improvements with actions for 2027-28 for implementation of CIC in 2028-29.	Feedback gathered for communication with Education Scotland CIC [Dec 2026 = AB] Faculty Improvement Plans for 2027-28 has focus on CIC to bridge gaps, develop TLA, build on aspects already in curriculum, assessed [May, June 2027 = All Faculties]
<i>Learning Pathways</i> Curriculum pathways need changed to improve attainment for the middle 60% through senior phase. Insight Breadth and depth measure of S4: • VC = 55% for Level 5 • TYN = 48% for Level 5 Curriculum pathways document does not provide enough course information to make informed choices.	Improve attainment in S4 Level 5 courses: • Middle 60% focus at level 5 • Senior phase course development • Development of pathways • Wider achievements • Better understanding of courses and pathways by students, parent/carers.	Introduce courses: • Hospitality NPA at Level 4 and 5 [Design] • Applications of Mathematics NAT5 [Mathematics] • Media NAT5 [English] • Volunteering Award L5 [Whole School] Planning to strengthen: • Dance pathway [Performance] • RBV accreditation beginning in S3 [Social Subjects] • Hospitality course to include Foundation Apprenticeship aspect with a Hotel. [Design]	Dance pathway developed to incorporate: • S3 = NPA Dance • S4 = PE Creative & Aesthetics • S5 = HIGH Dance Design pathway developed to incorporate: • Foundation Apprenticeship for ELCC • Foundation Apprenticeship for Hospitality leading to Food & Drink Tech Curriculum pathways document will show progression, fallback,	Almost all students complete the new level 5 courses. Measure % of students completing the courses. [Dec 2026 = AB] Curriculum Pathways document format updated to reflect the offering. [Dec 2026 = AB] Feedback gathered from staff, students & parent/carers [Feb 2027 = AB]

		Create “Student Course Ambassadors” [House Capt] Accreditation of S3 work: • ReHIS through HFT [Design] Working with neighbourhood schools and partners to develop pathways for: • Construction • Career Ready [AB]	information about courses and linked employment sectors. Software will make the document user-friendly and website based. Planning meetings for neighbourhood schools and partners [Sept, Nov 2026 = AB]	
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Evaluation (January, May)
See Measurement column

Improvement Priority 3 2026-27

Priority	Learning, Teaching and Assessment
Person(s) Responsible	M MacDermot
Next Steps from Standards and Quality Report	• Create a clear Framework for Highly Effective Digital Learning and Teaching at Tynecastle • Apply effective practices across the BGE in line with the THS Assessment Framework • Use data consistently to inform Learning, Teaching and Assessment

HGIOS 4 QIs	NIF Priority
2.3 Learning, Teaching & Assessment	• Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in attainment, particularly in literacy and numeracy

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
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Learning & Engagement The Walkthrough and Faculty Reviews show an inconsistency in the quality of learning and teaching. Staff feedback highlights that time barriers prevent staff from engaging more fully in learning and teaching CLPL and from being reflective on their learning and teaching delivery. Practitioner Enquiry posters suggest most staff are trying out a strategy rather than having the time and space to evaluate their pedagogical approach. Feedback from coaching highlights that it was difficult to complete the cycles due to lack of time and availability to meet with partners. Student questionnaires have shown that overall students do not feel that they have a voice in planning learning or providing feedback on this.	A pilot will take place using the Lesson Study Approach which will provide time and structure for staff to engage with pedagogy and evaluate impact on learning. Lesson Study will take place using a calendared 3 cycle structure. This will include 4 Whole School CATs and in-service day time. Staff involved in Lesson Study will share their evaluation of both the approach and pedagogical findings with the whole staff. Students will take part in Lesson Study during cycles 2 and 3. They will be part of the 'Lesson Study Class' and attend planning and feedback meetings with staff.	Identify 6 staff members to take part in Lesson Study Pilot. MM June 2026 CAT sessions and timeline to be identified and to be used for Lesson study meetings – planning meetings/research and feedback DM & AE June 2026 Carry out a CLPL session to introduce Lesson Study and the plan for the year ahead. August 2026 DM and AE Evaluate the Lesson Study Process and share findings and learning. April CAT and May in-service 2027 DM/AE Carry out 3 cycles of Lesson Study with each including: - Research - Plan - Observe - Feedback	The 6 staff will all attend every research, planning, observation and feedback session for every cycle. The 6 staff members will agree or strongly agree at the end of each cycle that the Lesson Study process has improved their learning and teaching on the area of focus. The Majority of staff will want to sign up to take part in Lesson Study during Session 27-28. May 2027 MM Almost all students involved in Lesson Study will agree or strongly agree that they understand the Tynecastle Five and have an effective voice in improving learning, teaching and assessment in the school.	MICROSOFT Form of meeting records after each cycle MM Sep, Oct, Nov 2026 Microsoft Form at the end of each cycle. September, November 2026 and February DM/AE 2027 CLPL Sign-Up Form 2027-2028 MM May 2027 Student Focus Group at the end of the year DM & AE April 2027
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The Walkthrough and Faculty Reviews highlight that staff are displaying the Tynecastle Five but not consistently referring to it in learning or using it for planning.	Students will complete a yearly questionnaire on learning, teaching and assessment. There will be a student IG focused on Learning, Teaching and Assessment. Ask staff to use the Tynecastle Lesson Planning Tool for one of their lessons as part of the Faculty Review Include a collaborative in-house CLPL programme focused on planning using the Tynecastle Five process.	The second and third cycles will include students as part of the feedback and planning stages. AE and DM September, November and February 26/27 Create a student questionnaire for Learning, Teaching & Assessment. September 2026 MM Create and hold a Student Improvement Group focused on Learning, Teaching and Assessment MM 3X a year – October, January and May During the Faculty Review preparation meetings staff will be asked to plan at least one lesson using the Tynecastle Five planning sheet. October & November 2026 MM Hold CLPL sessions based on collaborative planning using the Tynecastle Five. Sep, Nov, Jan and March MM Term 3 CL follows up on key next steps from the Faculty	Student questionnaires will show that the majority of students agree or strongly agree on the Tynecastle Five being used in lessons. Most students who attend the Student SIG on Learning, Teaching and assessment will agree or strongly agree that they have an effective voice in improving learning, teaching and assessment in the school. The Majority of staff will use the Tynecastle Five Lesson Plan to plan one lesson during their Faculty Review. Almost all staff that attend the collaborative planning sessions using the Tynecastle Five will rate them as either useful or very useful. The follow up Faculty Walkthrough will show most	Microsoft Form – Student Questionnaire September 2026 MM Questionnaire to Student IG Members April 2027 MM Dialogue during Faculty Review Feedback MM October and November 2026 Feedback Form after the sessions March 2027 MM
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Lack of measures to evaluate the impact of Faculty Review on Learning, Teaching and Assessment make it difficult to measure impact.	Include as part of the Faculty Review process a follow up where the CL carries out a further walkthrough in term 3 looking at the key areas to evidence any progress.	Review with a Faculty Walkthrough. Term 3 2027 CLs	staff have made improvements on the next steps highlighted in the Faculty Review.	CL Feedback to MM Term 3 2027
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Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<i>Quality of Teaching</i> Walkthrough 2025 data identified “There is effective use of digital technology” in less than half (38%) of lessons obser	Creating a framework for <i>Highly Effective Digital Learning and Teaching at Tynecastle</i> will enable all staff to have a consistent and shared	Gather feedback through questionnaires and focus group to use to	HEDLT. Most staff and students will rate the final draft of the	Questionnaires to a selection of staff and students May/June 2027 SW

ved and “Digital technology is used to support/challenge” in 56% of lessons.	understanding of what this looks like, which will enable us to effectively track and measure improvement moving forward.	develop framework SW June & August 2026 Produce a draft framework & gather feedback: Framework questionnaire/focus group SW, DL, staff focus group April 2027 Meet with staff involved in observations for whole school walkthrough and Faculties at Review time about what high quality digital learning and teaching looks like and be part of their feedback. SW Sept, Oct and Dec To identify and create links in the community and establish a plan September SW Share with staff key ways they can use digital to support the development of assessment tools. Ask staff to complete Form of tasks/resources or training and make plan for work in October and January in-service days. SW August, October 2026, January 2027	Framework as useful or very useful. The follow up Faculty Walkthrough will show most staff have made improvements on the next steps highlighted in the Faculty Review. Tynecastle will gain the Apple Distinguished School Award for 2027-2030. At least two Faculties engage and adopt Digital DO made or CLPL led resources in line with their assessment development plans.	CL Feedback to MM – May/June 2027 Entry for Award March 2027 tbc and award June 2027 SW Microsoft Form Completion – monthly check MM
25-26 Faculty review data from Design and Maths highlights inconsistency across faculties in using digital technology to support and challenge and providing feedback.	Gain the Apple Distinguished Schools Award and include creating links within the local and wider community for students to utilise their digital skills so that they can see the impact this can have in the lifelong learning. Provide support to Faculties and Staff offering practical help on resource making and CLPL focused on assessment, feedback and organisation.			

Open invitation lunchtime and after school CLPL data shows regular attendance by consistent individuals/faculties but is not reaching staff who require the most support in integrating digital learning and teaching into their everyday teaching. Senior phase students shared in their Digital L&T focus groups that the more consistent organisation on digital platforms would help their progress. .	Identifying targeted staff for CLPL and Digital Coaching to support, build confidence and upskill in using digital technology in lessons. Using Student Feedback to offer guidance on the most helpful ways to organise work and materials for students.	Identify targeted staff for CLPL and Digital Coaching using data from Walkthrough 2026/Faculty/self-referral SW September 2026 Create – Tynecastle CARES about Digital Learning - Share student feedback on digital organisation and top tips for using iPad to help with assessment and feedback. Have one bulletin for students and one for staff. Students bulleting should be shared in KA. These will be click view videos. Monthly bulletin created by Digital Leaders and also S1 Skills Students. SW Monthly	Of the targeted CLPL staff group, 50% of teachers will say they “can do” the majority of digital skills covered in sessions. Move from less than half of the staff using digital effectively in lessons to the majority. September Walkthrough 2027 Clickview data will show 50% of digital tips have a positive engagement heat map The majority of staff and students will say that they used at least one idea from the digital bulletin each term. Student Questionnaires will show that most students think that digital is used effectively in lessons.	Questionnaire to staff that Digital DO has worked with to evaluate progress SW Termly Walkthrough observations September 2027 Clickview data evaluated – monthly SW Termly quick feedback form SW Termly Student Questionnaires September 2027 SW
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Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<i>Effective use of assessment & planning tracking and monitoring</i> Faculty Reviews and whole school Quality Assurance actions identified that students are not clear on the Level they are working and how to improve and they also highlight inconsistencies over use of Feedback as part of the Tynecastle Five. The SSE highlighted that students are not consistently building the skills required for Senior Phase in the BGE which impacts progress	Create a Tynecastle Framework for Assessment which includes the systems Faculties should have in place and links to examples and resources. As part of the Tynecastle Framework for Assessment all Faculties to have the following in place : - An assessment Matrix - Reflection tools - A Moderation Calendar - Model work - Schemes of Work that with skills development into Senior Phase mapped out - Use of FaFI as part of the Tynecastle Five - A Quality Assurance Calendar which includes Student Voice on Levels - Communication with parent/carers Curricular Areas to have a QA calendar planned in line with the Assessment Framework priorities	Gather student feedback through BGE Student Focus Groups on assessment and use to finalise the Framework. MM 3X a year – October, January and May Staff will share their plans and update their work onto the Teams Sharing Platform August , October and January in-service MM Produce the final version of the Tynecastle Assessment Framework, including a poster format. May 2027 MM	Student Focus Group Feedback will show that most students will respond positively to each of the questions in the BGE focus groups. The sharing platform on Teams will include examples from all Faculties covering most parts of the Tynecastle Assessment Framework. SLWG of staff will rate the new Framework as either effective or highly effective.	BGE Student Focus Groups 3 x a year Oct, Jan and May MM Sharing Platform will be updated at each in-service day. MM August, Oct, Jan, May SLWG on Assessment Framework April/May 2027

	In-service day and Whole School CAT time to be allocated to Assessment Development. Staff to learn from each other about their work on Assessment with a focus on the key parts of the Tynecastle Assessment Framework The Annual Walkthrough should now also include a focus on: Teachers explicitly reference how skills and knowledge are linked to Levels Students know their Levels and how to improve	Curricular Leaders will create a Quality Assurance calendar that includes key moderation dates, student voice opportunities and attainment check ins. August MM In-Service Days will provide Faculties time to learn, plan and create resources. August, October and January in-service day MM Sharing event to show best practice of Assessment in the BGE. May CAT MM Walkthrough process inc. observation records, staff and student questionnaires will include reference to skills and Levels September 2026 MM	Most Faculties will gather student voice on learning and knowledge of levels. Almost all Faculties will undertake moderation activities on at least one year group in the BGE. During the August in-service day almost all staff will have completed a plan for their assessment work. Most in -service day evaluations will rate the sessions as purposeful and almost all staff will complete a record of what they have worked on during the time. Almost all Faculties will take part in the Assessment sharing event and most will rate the events as useful to their practice. The walkthrough will show an increase in the number of lessons where: - There is reference to skills being learned from 39% to 70%	Creation of QA Calendar by September 4th 2027 and Moderation Records as part of Sharing Platform Oct, Jan, May 2027 Assessment Framework Sharing Platform August 2026 In-Service Day Evaluations – August, October, Jan, May In-Service Day Evaluations – August, October, Jan, May Walkthrough observation and questionnaire analysis. September 2026
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	Staff to visit other schools to learn from their work on Assessment with a focus on areas included in the Tynecastle Assessment Framework Target Setting will be based on prior attainment data so that targets are realistic and aspirational	Staff complete CLPL Form to indicate whether they wish to visit another school. June 2026 MM Spreadsheet created and updated to track CLPL of staff	It will also show: - Most students will know their Levels and how to improve - The majority of teaching staff reference skills and knowledge linked to Levels in their lessons -The majority of teaching staff effectively use peer or self-assessment in lessons - Comments on Feedback will move from 11% to almost all. Staff questionnaires will show that most teaching staff evaluate their use of the Tynecastle Five as a planning framework as 'very often' or 'always' for each section. Student questionnaires will show that 50% will know their Levels and next steps in September 2026 and this will increase to most by September 2027. Most staff who select to visit another school as part of their PRD will complete the visit and rate it as helpful to the development of the assessment practices. The number of students on track to achieve 5 @5 in S3 will increase from 44% (in S2) to	Questionnaire to staff who selected Visit in their CLPL May 2026
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Quality Assurance of data has shown that there is some inconsistency in target setting and assessing progress within departments. This impacts student's knowledge of their progress and also hampers the identification of the correct students for interventions. Faculty self-evaluation has shown that there is inconsistency of using prior data to: set targets, plan for learning and track progress.	Include CLPL for staff and time to engage with key class data for planning	and to offer links for school visits. August MM Analyse BGE Tracking to monitor the number of students achieving Level 4 benchmarks or exceeding Level 3 Benchmarks. After each BGE Tracking October, January and May MM Deliver a Teaching Staff CAT with a focus on using data to set targets and plan learning. September CAT MM Set up spreadsheets so that staff can access prior attainment data on: - 5 @5 potential from NSA - Groupings - lowest 20, middle 60, top 20 - Previous tracking data – Achieved Level of previous year August MM	55%. The number of students achieving Level 4 will increase in most subjects from 2026-2027. Quality Assurance data after each tracking will show a reduction in the numbers of anomalies S3 – 87% - 95% S2 – 72% - 95% S1 – 73% - 95% In S3 the majority of students on a N5 Pathway will be targeted 5.1 in at least 5 subjects. The majority of teaching staff will be able to identify their top 20 and lowest 20 learners when asked as part of Walkthrough and Faculty Review.	Spreadsheet CLPL record August 2026 Data pull and analysis after each tracking and attainment check ins – After each tracking Observation Records for Walkthroughs and Faculty Review September, October and November 2026
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Evaluation (January, May)

See the Measurement column

Improvement Priority 4 2026-27	
Priority	Wellbeing, Equality and Inclusion
Person(s) Responsible	Grace Burns
Next Steps from Standards and Quality Report	• Improve average attendance to a minimum of 90% by aligning analysis of data with CEC staged interventions • Improve the attendance of CE students to ensure 75% have attendance above 85% • Create a plan to achieve LGBT Youth Scotland Silver Charter Award by 2028 • Collate evidence to achieve Silver RRSA Award by June 2027

HGIOS 4 QIs	NIF Priority
3.1 Wellbeing, Equality & Inclusion	Improving relationships and behaviour, and attendance, with increased engagement in learning in a culture of dignity and respect for all.

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
Wellbeing and Fulfilment of Statutory Duties				
The average attendance rate of students S1-6 has remained static and under 90% since session 24-25. The % of S1-4 students whose attendance is below 85% has remained static since session 24-25.	Students and parents/carers valuing good attendance at school and understanding the correlation between good attendance, attainment and wellbeing. Students feeling recognised for improving attendance and	Consult with students to devise a framework of recognition and reward for consistent and improved attendance and timekeeping. By Sept weekend, GB	Average attendance of students S1-6 improves from sessions 24-25 and 25-26 and rises above 87%.	Monthly analysis of attendance data.

The average attendance of care experienced students has dropped by 4.19% since session 24-25 to 74.67%. A weekly average of 8% of students are recorded as arriving late for school up to the end of period 1. We need to have a consistent approach to following CEC's Staged Intervention to Maximise School Attendance framework. Measuring the impact of strategies to reduce TBC codes is difficult due to the data reports available.	timekeeping or sustaining good attendance and timekeeping. Rigorous follow up on students who are repeatedly late for school. Consistent application of CEC's Staged Intervention to Maximise School Attendance framework. Review and improvement of approaches to following up on TBCs.	Share fortnightly attendance data for care experienced students with Care Experience Lead. Interventions are planned between Care Experience Lead, DHT and PSO Maximising Attendance. Analyse late coming data on a monthly basis and intervene with students late on three occasions or more a minimum of two out of four weeks in the month. End of each month, GB Adapt analysis of monthly attendance data to track where students are on CEC's Staged Intervention to Maximise School Attendance framework. End of each month, GB, PSLs, DG Apply interventions; letters, meetings and consultation with EWS; consistently. End of each month, GB, PSLs, DG Sample anomalies reports and review with SSAs. Monthly, GB, TJ	Average attendance of care experienced students improves and rises above 75%. Care experienced students who manage a full-time school based curriculum maintain attendance of 85% as a minimum. This accounts for 75% of care experienced students. The % of school roll recorded as late up to the end of period 1 reduces from 8%. Anomalies and unexplained absences are more accurately measured and data shows reduction in TBC codes.	Monthly analysis of attendance data. Daily recording of late coming data. Collation and analysis of anomalies reports.
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Wellbeing In session 25-26 57% and 51% of students participated in the Wellbeing Self Assessments in October and January respectively.	Actively pursuing additional opportunities for students to take part in the survey.	Link for Wellbeing Self-Assessment shared with Wellbeing Hub, Flex, Support for Learning, Care Experience Lead, PSO Maximising Attendance, Inclusion Teacher and Key Adults with all promoting participation in the survey. October and January, GB	Increase in % of school roll participating in Wellbeing Self-Assessment.	Survey results in October and January.
Equality and Inclusion We have not yet recognised our rights-based approach through Rights Respecting School Award accreditation. Student involvement needs to be explicit and directed towards Children's Rights.	A student group regularly and actively involved in working towards RRSA Silver accreditation. A clear, timebound plan leading to accreditation in session 26-27.	Identify a leader of change to take this priority forward. August 26 HK, GB Devise a timescale for the session leading towards accreditation visit. End August 26, Leader of Change & Improvement Group Book accreditation visit. End August 26, Leader of Change Build weekly student group working on article of the month sway and related assemblies, key adult activities and school events. Weekly from end August 26, Leader of Change & Improvement Group Prepare portfolio of evidence for Silver Award accreditation visit. By June 27, Leader of Change & Improvement Group	Active student participation in activities relating to UNCRC. Achievement of Silver RRSA Award.	Monitor attendance, participation and output of student group. Silver RRSA Award achieved.

Wellbeing We achieved a Bronze level LGBT Youth Scotland Award in March 2024. We want to continue our journey towards achieving a Silver Charter Award, ensuring our LGBTQ+ community feel recognised, safe and valued in our school community.	Leadership of the work needed to evidence an LGBT Youth Scotland Silver Level Award.	Sign up with LGBT Youth Scotland for Silver Charter Award. Leaders of Change August 26 Create action plan and timeframe to achieve Silver Charter Award before March 2028. Leaders of Change September 26 Undertake activities identified within action plan if within this sessions' timeframe. Leaders of Change from September 26	Our policies professional learning, student voice and participation in relation to the LGBTQ+ community will be embedded and meet the requirements for a Silver Charter Award.	Our portfolio of evidence for a Silver Charter Award. Feedback from LGBT Youth Scotland.
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Evaluation (January, May)
See Measurement column

Improvement Priority 5 2026-27	
Priority	3.2 Raising Attainment
Person(s) Responsible	Attainment in Literacy and Numeracy – HK; Attainment over Time; AB & MM; Equity for all Learners – HK & GB
Next Steps from Standards and Quality Report	Attainment in Literacy & Numeracy Raising Attainment (Literacy) will continue to be the main focus of our Learning Community Improvement Plan. Further develop our Inclusive Classroom work utilising the CIRCLE document for almost all classrooms to improve literacy and raise attainment. We will re-visit dyslexia guidelines and accessibility tools, and ensure that new staff utilise these to support learners. Our Literacy Group will focus on three specific pieces of work to raise attainment: • Close the vocabulary gap to raise attainment for S4 learners, through a whole school targeted approach. A member of every faculty is required to ensure the success of this initiative. • Continue to develop and embed our Inclusive Classroom work, utilising the CIRCLE document to support our learners. • Maintain our Reading Schools Gold accreditation through the continued promotion of a reading culture for our school community. Attainment over time Broad General Education To increase the attainment of our S4 cohort through earlier targeted interventions in the BGE. To increase attainment of the ‘watchlist’ so that the number of students who achieve L4 in 5 or more subjects in S3 increases from 48% to 55% Senior Phase To increase attainment of S4 from 47% to 55% 5@ 5 A-C through a focus on the S4 Watchlist To increase attainment of S4 L5 from 56% to 63% by focusing on the S4 Watchlist To increase attainment of the lowest attaining group: • Consolidate 5+ at Level 4 attainment at 85% • Consolidate 5+ at Level 3 attainment at 90%

	<i>Equity for all learners</i> Sustain a minimum of 90% (almost all) of S4 learners achieving a minimum of 5 qualifications at level 3 or above. Aim to ensure that 85% of all S4 learners achieve 5 at level 4 or above. Aim to ensure that 100% of learners in S4 achieve a minimum level 3 literacy and numeracy qualification. Aim to ensure that 85% of learners in S4 achieve a minimum level 4 literacy and numeracy qualification. Aim to engage 30% of FLEX parents/carers in meetings/achievement visits/celebrations. Aim for 60% of S6 leavers have destination of Higher Education.
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HGIOS 4 QIs	NIF Priority
3.2 Raising Attainment	- Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in attainment, particularly in literacy and numeracy - Increasing Post-School Positive Destinations (Higher Education)

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
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Raising Attainment in Literacy and Numeracy Literacy Levels for P7 NSA are below VC (Tracy for data). Literacy - S4 SCQF Level 5 has been below the VC for 3 out of 5 years (although only significant 2024 and improving). Senior Phase Leavers – SCQF Level 5 Literacy remains below the VC for 3 out of 5 years. Target of 75% for 2025/6 will also be the target for 2026/7.	Raising Attainment (Literacy) will continue to be the main focus of our Learning Community Improvement Plan. The focus for our DO will be to work with P5-7 in all LC schools to ensure pupils are at Second Level by time of transition. This work will be supported by DO, Transition Teacher, P7 teachers and LC HTs. The focus will be on a targeted group in each setting who will be tracked across the session with appropriate interventions put in place. (Targets to be decided following ACEL data for current P7 and initial Learning Community Attainment Meeting – need Tracy’s input) Introduce Learning Community Attainment Meetings x 3 to support our relentless focus on raising attainment. Our Literacy School Improvement Group will focus on three specific pieces of work to raise attainment: Close the vocabulary gap to raise attainment for S4 learners,	Learning Community professional learning for writing in place to ensure a consistent approach by all P7 teachers and our DO - See Learning Community Improvement Plan. DO working with a targeted group of young people - See Learning Community Improvement Plan. All Learning Community Head Teachers engaging in ACEL data and tracking attainment at new calendared Attainment meetings - See Learning Community Improvement Plan. Attainment Meetings used to highlight young people who are underachieving and plan appropriate interventions by P7 teachers, SfL teachers and DO - See Learning Community Improvement Plan. Create Lead for Literacy Improvement Group – HK (June 2026) Create Literacy School Improvement Group – HK (August 2026)	Literacy Levels for Learning Community in line with VC Literacy S4 SCQF Level 5 in line with VC, Senior Phase Leavers – SCQF Literacy in line with VC. Analysis of NQ data shows improvement in component marks where key vocabulary is vital for success (Need to talk to Amy about this) Almost all classrooms have utilised the Inclusive Classroom training to provide support for young people with a focus on Literacy. All School Newsletters contain a Reading Schools Gold section highlighting and promoting our reading culture for parents/carers, staff and young people. Almost all teachers are utilising the accessibility apps.	ACEL data May 2027. Insight Literacy data September 2027. Insight Literacy data February 2028. Faculty Attainment Meetings using NQ data (August/September 2027) Walkthrough data – September 2026 Faculty Reviews October & November 2026. Monthly SWAY newsletter. Walkthrough data – September 2026
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	through a whole school targeted approach. A member of every faculty is required to ensure the success of this initiative. Continue to develop and embed our Inclusive Classroom work, utilising the CIRCLE document to support our learners. Maintain our Reading Schools Gold accreditation through the continued promotion of a reading culture for our school community. We will re-visit dyslexia guidelines and accessibility tools, and ensure that new staff utilise these to support learners. We will introduce more strategic tracking of Literacy & Numeracy Attainment – SLT, CLs English & Maths and FLEX Teacher. We will introduce Literacy and Numeracy Attainment Meetings in to our Attainment Strategy and Calendar for 2026/7.	Edinburgh Learns professional learning on teaching vocabulary as whole school raising attainment strategy – AM (August 2026) Faculties identify Key Words to raise attainment and close the vocabulary gap in S4 – Literacy SIG, Edinburgh Learns and all faculties by Sept weekend 2026. Launch Vocabulary Teaching with S4 – all faculties after September weekend. Analyse S4 targeted group following prelims to assess impact. Look at 5@5 group and attainment in English and Social Subjects – Edinburgh Learns and Literacy SIG (January 2026) Feed analysis back to faculties to further refine vocabulary teaching as an intervention. Provide support where required – Edinburgh Learns and Literacy Improvement Group (January – February 2026) Evaluate impact with young people and staff – Edinburgh Learns and Literacy School Improvement Group – March 2026. Part 2 of Inclusive Classroom (CIRCLE) to be delivered during		Faculty Reviews October & November 2026.
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Insight data shows EAL learners' attainment in literacy at levels 4 and 5 has been below VC for past three years.	Robust data relating to EAL learners' English level. A clear strategy encompassing universal and targeted support for EAL learners.	In-service programme - HK & Literacy SIG (August 2026) Literacy School Improvement group plan, coordinate and share activities which promote our reading culture (monthly August 2026 – June 2027) Include Dyslexia guidelines and accessibility tools in New Staff Induction programme – MMc & SW (August 2026) Create whole school Literacy & Numeracy tracking tool – AB (June 2026) Create a Literacy/Numeracy New Entrant and EAL Strategy for new entrants to ensure all obtain a qualification before accessing the full curriculum – SLT, English & Maths CLS & Flex Teacher (June 2026) Create a calendar of meetings to focus on Literacy & Numeracy Attainment at key points in the year – SLT, English and Maths CLs and Flex Teacher (June 2026) Analyse tracking data for EAL students. BGE and senior phase tracking periods, GB, JH, SM, LA Plan and provide interventions and subject specific support for		
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	Analysis of tracking data for EAL learners as a discrete group.	S4 EAL students who are 5@5 and on watchlist. BGE and senior phase tracking periods, GB, JH, SM, LA Provide additional ESOL support for senior phase students at N2 level; timetable this in column G From August, JH, NM		
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Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
Attainment over Time The performance of our Middle 60 is consistently below the virtual comparator.	Identify and share: -The 3 groupings lowest 20, middle 60 and highest 20 learners from S1 up to S4 using NSA and tracking data -The 5 @5 potential students from S1 up to S4 using NSA and tracking data -Watchlist students – those who are on the 5@5 list but are slightly below this level of attainment, for S4 this will be updated following tracking periods and S3 following NSA.	Hold a CAT session with a focus on ‘using data to plan for learning’. inc. setting targets and identifying top 20, Middle 60 and lower 20 learners and using this in lesson planning for S4 and some for S3. MM WS CAT August 28th 2026 Include as part of the Whole School Walkthrough and Faculty Review a question about identifying who are the top 20 and watchlist in S4 lessons. MM September, October, November 2026	At the end of the CAT most staff will have the relevant data pulled for their S4 classes and the majority will have them for S3. Most will agree/strongly agree that they will be able to use this in their lesson planning for S4. During the whole school walkthrough in September and in Faculty Reviews the majority of staff will be able to identify their most able S4 learners and those who are on the S4 watchlist when asked.	Microsoft Form after the August Cat, August 2026 Walkthrough and Faculty Review Microsoft Form, September , October and November 2026

Teaching staff have provided feedback that they are not all aware of the different roles carried out by staff, in terms of their interventions for students.	Create an Intervention Framework for S3 and S4 with clearly defined roles, actions and timeframe for Class Teachers, CLs, House Teams and SLT. Scaffold this by creating a template of key dates for CLs.	Faculties produce their QA Calendar with all key dates from the Intervention Framework included. CLs September 4th 2026.	All Faculties will have a quality assurance calendar in place which has all key actions included from the Tynecastle Intervention Framework.	Completion of QA Calendar Sep 4th and CL-SLT Link Meeting to monitor - monthly
CLs have provided feedback that it can be difficult to carry out analysis of Faculty Data following tracking as the departmental meeting times do not always align with this.	For S4-Adopt a new system for Health Checks called Attainment Check -Ins following each tracking period. These will follow the same structure: - Whole School Update against goals - Watchlist Update - Subject Update against goals - Identify subject watchlist - Venn diagram – subject watchlist v wholeschool watchlist	S4 Attainment check-ins to take place following tracking during Leadership Teams Meetings. Provide an update of key measures and data for CLs to be able to set goals and then compare progress. MM 7th Oct, Dec 15th 2026 & 24th Feb 2027	S4 breadth and depth measures for A-C N5 passes will increase at each tracking Most of the S3 and S4 <i>whole school Watchlist</i> students will make progress after each tracking.	Leadership Team Meeting Data -7th Oct, Dec 15th 2026 & 24th Feb 2027
Teaching staff have provided feedback that intervention roles have been reactive rather than strategic and the timeframe for completion of intervention records was difficult due to the timing or prelims.	Each Attainment Check-in will be followed by a Department meeting, Completion of an intervention log of the subject watchlist students and a Gap Fill Form which includes interventions. SLT will work with a Core Study Group after tracking 2.	Create gap fill forms for staff to complete which includes gaps in learning and interventions for whole school watchlist students. This will be updated after each tracking as per the calendar and monitored by DHT. MM 23rd Oct, 11th Dec 2026, 3rd March 2027	The Gap Form will be completed by Almost All teachers of the Whole School S4 Watchlist	Gap Form will populate a spreadsheet that it monitored and evaluated 23rd Oct, 11th Dec 2026, 3rd March 2027
		Create intervention logbook for subject watchlist students which will be	The Subject Intervention booklets will be	CL-SLT Link Meetings – look at log books - monthly

Teaching staff provided feedback that it was difficult to track attendance at study support sessions. House staff have provided feedback that it is challenging to know what they should do to support students closing gaps in their subject learning. Interventions with S3 have been difficult to manage due to staff capacity and prioritising S4 attainment.	Include a sign in system for study support to allow for better tracking and monitoring of attendance. House Teams will support interventions by focusing on those on the 5@5 list with 2+FALS and applying relevant interventions. They will use the subject 'Gap Forms' to help inform these interventions. S3 Strategy will be clear in the intervention framework: - Attainment check-ins during CL-SLT Link Meetings with a focus on the watchlist - SLT will hold a study group for S3 watchlist students prior to their S3 exams Improve engagement with parent/carers of watchlist students:	evaluated and update each tracking. Monitored by CLs who bring to CL-Link Meetings. MM 30th September 2026 Create an attendance sign in QR code for students to complete when at study support. MM January 2027 House Teams will have scheduled Attainment meetings as part of their House Meeting Calendar. GB August 2026 CL-SLT Calendar of S3 BGE Attainment Check-in Meetings in place and notes taken from meetings. MM 9th Nov 2026, 25th Jan and 7th June 2027 SLT hold online Teams Session with S3 watchlist parent/carers and have study	completed by most teaching staff. In S4 Most of the <i>Subject Watchlist Students</i> will make progress after each tracking in all subject areas. Most of the S4 Watchlist will attend study support following the Christmas Break. Most of the S3 and S4 <i>whole school Watchlist</i> students will make progress after each tracking. Most of the S3 and S4 <i>whole school Watchlist</i> students will make progress after each tracking. The majority of S3 parent/carers will attend the watchlist Teams Support Session	Number attending will be recorded – sign in sheet – from January 2027 Leadership Team Meeting Data -7th Oct, Dec 15th 2026 & 24th Feb 2027 CL-SLT Link Meetings – monthly Number attending pulled from Teams call November 2026
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Parent/carers have shared that they found the study events useful but would like these earlier.	- will meet with S2-S4 Watchlist parent/carers at Parent/Carer Evenings to update and inform - SLT meet with S3 watchlist parent/carers to share study skills and inform of watchlist profile - SLT lead session on study tips for all S4 parent/carers and meet watchlist parent/carers in addition	group after school to focus on developing study skills including digital supports. MM Nov 2nd 2026 In preparation for S2-S4 Parent/carers evening meeting slots will be booked in advance with PSLs and this will be communicated with parent/carers. GB S3 12th Nov, S4 3rd/8th Dec and S2 19th Jan. Invite all S4 parent/carers to in person 'how to support your child preparing for exams' and SLT offer meetings with the watchlist parent/carers prior to the meeting. MM 15th March 2027	The majority of S2,S3 and S4 parent/carers will attend the meeting slots with PSLs during parent/carers evenings. The majority of S4 parent/carers and watchlist parent/carers will attend the information session on 'how to support your young person to prepare for exams' and targeted meetings. In the parent/carer survey the number of parent/carers that say the school gives me advice on how to support my child's learning at home will increase from the majority (60%) to most (75%).	Sign in sheets from parent/carers evening S3 12th Nov, S4 3rd/8th Dec and S2 19th Jan. Sign-in sheets and log of attendance – March 2027 Parent/carer survey April 2027
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Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
Equity for All Learners Sustained Positive Destinations: Tynecastle S6 leavers to Higher Education are consistently behind virtual comparator. VC is 61.2% 5yr average. TYN is 53.1% 5yr average. LEAPS status is changing from school basis (Group 1+) to individual eligibility basis (Group 2).	Analysis of UCAS support vs impact/success of application. Focus on non-LEAPS. Implement tracking of 2027 UCAS applicants: • Prior attainment • Target, • Working grade • Estimate • UCAS offers UCAS will need to be input into Pupil Tracking Survey S5 students to find: • LEAPS eligibility or not • Higher Education aspiration • University course typical offer Allowing tracking of HIGH working grade to meet university typical offer.	Identification of students who are not eligible for LEAPS and are applying for Higher Education (middle 60%). [Aug AB, OC] Post-tracking interventions / support once analysis of above. Focus on students not meeting typical offer. [Sep, Oct, Dec, Feb – AB, PSLs, DHT] Students applying for HNC at college as a fallback for UCAS submission. [Dec, Jan Feb - PSLs, SDS]	S6 UCAS offers to 60% of cohort (60 students) in 2026-27. Student UCAS offers are met: • Unconditional from HIGH completed in S5 • Conditional HIGH or ADVH estimates Tracking system implemented that provides real-time insight into how successful UCAS students are performing against their typical offer. Students accepted onto HNC/HND courses at Edinburgh College.	Overall % of S6 students expected to transfer into Higher Education. [Feb 2027 = AB, SDS, PSL] % of S6 students offered places at university [Feb/Mar 2027 = AB, OC] % of S6 students not offered places at university [Feb/Mar 2027 = AB, OC] % S6 students estimated to meet university offer [May 2027 = AB, PSL] % of S6 students gaining places on HNC/HND courses at college. [May 2027 = AB, SDS, PSL] % S5 students estimated to meet their university typical offer [May 2027 = AB, OC, PSLs]
Our Attainment versus Deprivation for S4 was much lower than our VC for SIMD 1 in 2023/4.	The Equity School Improvement Group will focus on interventions to support all S4 Learners in SIMD 1-3, those who	Create an Equity Leader of Change – HK (June 2026)	Almost all young people in S4 SIMD 1-3, FSM or Care Experienced meet their targets.	National Qualification results – August 2027.

Our Leavers Data – Attainment versus Deprivation 2023/24 SIMD 3 was much lower than our VC. Our Leavers Data – Attainment versus Deprivation 2024/25 - SIMD 2 and 3 were much lower than our VC. Our role as corporate parents is to ensure our care experienced learners have the support they need to achieve. 2 of 9 Care Experienced students in S4 2026-27 are in the 5@5 group. We are aiming for the remaining 7 care experienced students to achieve a minimum of 5 qualifications at level 4. All 9 have attendance under 90% at the end of session 25-26. 4 students have plans which include the Corporate Parenting Hub and support from We Matter Team to support them to achieve in S4.	are Care Experienced and those with a FSM entitlement who are not supported through FLEX or our Whole School Intervention Strategy. They will use SP Tracking to highlight where further support is required. They will track the impact of their work and aim to ensure that these groups meet their targets.	Create an Equity School Improvement Group – HK (August 2026) Share Tracking data with SIG after each tracking period – MMc/Data Lead Identify targeted group for interventions and put a plan in place to support each of these young people – Equity SIG (August 2026 – June 2027) Review the impact of interventions and adjust accordingly following each tracking period – Equity SIG (August 2026 – June 2027)	Almost all of the S4 Care Experienced students achieve a minimum of 5 qualifications at level 4.	
Literacy, Numeracy & FLEX Our Lowest 20% in S4 was much lower than our VC in 2023 and 2024 and was still below our VC in 2025 (although not significant)	Sustain a minimum of 90% (almost all) of S4 learners achieving a minimum of 5	Continue to employ 0.6 FLEX teacher to support our young people at risk of not achieving 5 qualifications in S4.	Almost all S4 learners gain a minimum of 5 NQs at Level 3 or above. Our Lowest 20% in S4 is in line with our VC.	NQ date – August 2027 Insight data – September 2027.

and the highest it has ever been.) S4 Breadth & depth Measures: 5 or more at Level 4 (5yr average): • TYN = 75% • VC = 79% Our school profile consists of a large number of students enrolling throughout the course of the year. This makes it extremely difficult to ensure that new entrants always have a Literacy and Numeracy qualification when so many learners come in to our Senior Phase. Out transient population is currently 1 in 14.	qualifications at level 3 or above. Aim to ensure that 80% of all S4 learners achieve 5 at level 4 or above. Aim to ensure that 100% of learners in S4 achieve a literacy and numeracy qualification. Create a comprehensive tracker for all literacy, numeracy and FLEX attainment data to better support communication, tracking, interventions and attainment. Aim to engage 30% of FLEX parents/carers in meetings/achievement visits/celebrations.	Continue with our FLEX calendared meetings to identify need and plan interventions – SLT, PSLs, CLs English, Maths & SfL and Flex Teacher – see calendar. Create whole school Literacy & Numeracy tracking tool – AB (June 2026) Create a Literacy/Numeracy New Entrant and EAL Strategy for new entrants to ensure all obtain a qualification before accessing the full curriculum – SLT, English & Maths CLS & Flex Teacher (June 2026) Create a calendar of meetings to focus on Literacy & Numeracy Attainment at key points in the year – SLT, English and Maths CLs and Flex Teacher - see calendar. Create a series of opportunities for the parents/carers of students supported by Flex to engage with their young person's learning. There should be one opportunity each term – Flex Teacher.	100% of Leavers have a Literacy and Numeracy qualification. Over 30% of Flex Parents/Carers engage in our parental engagement offer.	Attendance records for Parental Engagement sessions.
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Evaluation (January, May)

See Measurement column