

Tynecastle High School, a non-denominational secondary with a roll of 870, 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.

Standard and Quality Report 2025-26

School: Tynecastle High School			
What have we done? (What work/action has been undertaken within the priorities from your improvement plan 24-25? e.g. professional learning, consultation with all stakeholders, implementation of planning, use of resources etc)	How well are you doing? What's working well for your learners? How do you know? What evidence do you have of positive impact on learners? How do you know? What evidence do you have of positive impact on learners? (What evidence do you have? Quantitative or qualitative data to support.) (Consider the full QI, self-evaluative statements against each theme) (What evidence do you have? Quantitative or qualitative data to support.)	What are you going to do now? What are your improvement priorities in this area? (Identify a few next steps linked directly to progress and impact for this area/priority)	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale? (Use the drop-down menu to select your evaluation)
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)			
Complete and embed the review of our vision and values to place challenge and ambition at the centre of the updated vision. Design and develop signage and decoration to reflect our Vision & Values and Student Voice.	All signage and branding was created and shared. Print Services let the school down repeatedly and were unable to offer the branding of the school until February 2026. This work has been re-scheduled for July 2025. The 'hard launch' of our updated vision and values was therefore delayed until this summer, with no cost to the school. However, collegiate working and the creation of the THS brand has already led to greater engagement with our vision and values. Due to this initial work, most teachers are utilising the schools' vision and values in presentations with almost	Flags to be installed in the Atrium representing every country in the world (Print Services July 2026) Work in partnership with IYS to support our Culture Club to establish the Culture Desk throughout the session, celebrating the cultures across our school community. Signage installed around the school based on our updated vision and values with input	Very good

Develop a THS brand which emphasises Challenge and Ambition. Update our school website – delayed until 2026/7. 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. (Print Services & KS – September 2025) Community Desk to be repurposed as Culture Desk. (A different country to be celebrated bi-weekly by student body – HK, LH, JH, NM & Culture Club) Signage installed around the school based on our updated vision and values with input from Student Voice and staff.	all staff embedding these in letters, policies and procedures. Most teachers are using the rebranded posters to support high expectations and our vision and values in classrooms. Our work has resulted in the positive evaluations from our Annual Surveys below. Almost all (over 90%) of staff and parents/carers feel that the school is well led and managed. Almost all (over 90%) of students in the annual Student Survey feel that they are encouraged to do the best they can, while Most (83%) feel that the work in school is hard enough. Almost all staff (over 90%): I feel appropriately supported by the school to undertake my role I am supported to take part in professional learning. I am actively involved in the school's ongoing self-evaluation. The school's vision and values underpins my work.	from Student Voice and staff (Print Services - 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) Increase in percentage of young people who feel that their work is hard enough to over 90% (almost all)	
---	---	--	--

(Print Services & KS – September 2025) School website redesigned to marry with Vision and Values and signage. (FI and faculties – June 2026) All posters, policies, letters, presentations to eventually incorporate THS brand. (All staff – August 2028) We further developed the capacity of Middle Leaders through the introduction of the Edinburgh Learns – Managing People course. Our extremely robust Raising Attainment Strategy is evidence based and linked to effective self-evaluation. (see 3.2 for detail and impact).	The professional learning on Managing People has resulted in Almost All (over 90%) stating that they will use what they have learning in their practice. It has resulted in increased self-awareness and confidence in undertaking difficult conversations. This has resulted in positive outcomes for learners (see estimates, ACEL and August's NQ data). Collegiate working on this has strengthened practice and has resulted in the majority of middle leaders improving their skills in self-evaluation: Technologies Faculty- Distributed leadership opportunities have resulted in classroom teacher (IG) taking on greater ownership of tracking. IG has made improvements on our faculty tracking to better support transitions and improve target setting.	Self-evaluation activity with Middle Leaders has resulted in a request for professional learning in: Gathering evidence, analysing data and measuring success for session 2026/7. Updated Raising Attainment Strategy to be launched August 2026.	
--	---	---	--

We further developed the skills of middle leaders to evaluate the impact of changes on outcomes for learners and the work of the school through professional learning on Standards & Quality report writing.	Science Faculty: Distributed leadership opportunities have resulted in 15 students taking on roles to support young people to succeed in science. Attendance registers showed that 100% of students attended S1/2 Science lessons on a weekly basis. Learner surveys showed that S1/2 felt supported and inspired to study science in the future. Maths Faculty: CLPL on Purpose delivered to Faculty in August by CL, based on feedback from observations in previous session. Feedback from the Faculty Review showed (in relation to Purpose): <i>In all lessons the purpose of the lesson was shared with students and almost all students were able to articulate what they were doing and why.</i>	Ensure that we continue to protect time for professional dialogue, collegiate learning and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement (see calendar and In-service/CAT overview). Ensure that we continue to monitor and evaluate the impact of changes on outcomes for learners and the work of our school. (see calendar and In-service/CAT overview).	
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)			
Learning and Engagement Teaching staff carried out a Practitioner Enquiry focusing on pace and challenge.	Learning and Engagement & Quality of Teaching All teaching staff participated in the Practitioner Enquiry CLPL on Pace and Challenge At the end of the session following the CLPL focus on Pace and Challenge:	Learning and Engagement A group of teaching staff will pilot the use of Lesson Study to build consistency of highly effective practice around the Tynecastle Five:	Good

Maths and Design Faculties took part in the Faculty Review Process focusing on the Tynecastle Five. Quality of Teaching Professional Learning focused on improving Pace & Challenge in learning. This included: - Whole school CLPL - Tynecastle Five Toolkit with an updated focus - A digital focus option Teaching staff engaged with educational research and applied it to their practice through the Book Group. Some teaching staff engaged with the Whole	At the end of the Session 25-26, 91% of teaching staff rated themselves 4 or 5 / 5 for knowledge of pace and challenge strategies compared to 30% at the start of the session. Staff Questionnaire - Most teachers Strongly Agree or Agree that they use a 'do now' starter; that they keep teacher explanations concise & focused and that they use Higher order questioning. Almost all agree or strongly agree that they ask students to explain their reasoning. Book Group There were 5 Book Group sessions with an average of 11 staff in attendance at each one. All members felt that attending the L&T Book Group has given them more confidence to discuss L&T pedagogy with staff and students. 63% identified picking up new L&T strategies as the greatest benefit they took from the group. 75% of attendees said they were more likely to read L&T literature (outside of set reading chapters) since joining the Book group. Coaching • Cycle 1: 74% of staff involved (14/19) completed the full cycle • All coachees agreed that their teaching practice improved as a result of the coaching cycle In staff, parent, and student surveys:	Focus on combining the Practitioner enquiry and Coaching approaches. Student Voice to play an integral part in Learning, Teaching and Assessment. Evaluate the impact of teaching practice on learners. Continue to improve the focus of the Tynecastle Five in lesson planning. QA – To include staff and student voice in the whole school walkthrough to better evaluate progress in Learning, Teaching and Assessment. This will include student knowledge of Levels and Next Steps. Quality of Teaching Implement a Whole School CLPL option to focus on lesson planning using the Tynecastle Five. Faculty Review – to include a follow up process that is revisited at key points. Digital Focus to be more targeted using data from Faculty Reviews and Walkthrough to offer CLPL to staff. Develop a Framework for Highly Effective Digital Practice for Learning, Teaching and Assessment at Tynecastle.	
--	---	---	--

School Coaching Programme: - CLPL carried out on coaching - Linked to PRD - 3 coaching cycles	Staff & Parents: All members of staff reported that they felt supported to take part in professional learning. All members of staff reported that their professional learning enables them to reflect on and improve their practice. Most staff agree that young people are engaged in their learning. Most parents are satisfied with the quality of teaching at the school. Students: Most feel that the work they are given in school is hard enough. Most know who to ask for help if they find their work too hard. Most feel that staff help them to understand how they are progressing with their school work. Most feel the feedback they receive on their work helps them to improve their learning. Most are happy with the quality of teaching in their school. The Whole School Walkthrough (September) showed a number of strengths in consistent and effective use of the Tynecastle Five: Observations: In almost all lessons: The students were able to link their learning to previous learning; were engaged in learning; there were effective whole class and individual check ins.		
--	--	--	--

	In most lessons: The Tynecastle Five icons are displayed for students to see; there are clear explanations and chunks to learning; checks take place at an appropriate time The Maths Faculty Review (November) showed a number of strengths in consistent and effective use of the Tynecastle Five including: Observations: Measurable success criteria was shared in the majority of lessons, visibly and verbally using ‘I can’ or ‘I will be able to’ statements. All lessons had a clear starter, using a variety of tasks - match up card, sketchbook, sum in jotter) which was linked to the previous lesson. In almost all lessons, there was good use of modelling. In almost all lessons, students were supported by their teacher and through the use of technology. Student Questionnaires/focus groups: Almost all students said they used digital technology to support learning Most students said: Maths was challenging and enjoyable; Lessons were adapted so all could learn; Questioning was challenging and made you think The Design Faculty Review (February) showed a number of strengths in consistent and effective use of the Tynecastle Five including: Observations: Almost all lessons had a clear Learning Intention/Question/Goal and the majority had measurable success criteria. Most lessons linked new learning to prior learning. The majority of lessons had: Clear chunks to learning; Live modelling, dual coding; Digital demonstrations supported understanding well.		
--	---	--	--

Effective use of assessment Assessment Champions led on the development of moderation and assessment in their faculties. Including: - Developing moderation materials to	In the majority of lessons: activities had an appropriate level of challenge for all; Teachers frequently provided individual check-ins, modelling, scaffolding and opportunities for learners to lead learning. Student Questionnaires/Focus Groups: The Purpose was clear in most lessons although some lessons do not have a LI or SC. Retrieval is a strength in all departments. Pupils say lessons almost always start with revisiting prior learning. Retrieval goes beyond last lesson Most pupils feel learning is pitched at the right level. Effective use of assessment 76% of students in BGE said that knew their level in all or some of their subjects (56 out of 74 students, May) By May, 88% (65/74) of BGE students said they knew their strengths and next steps. This was 58% in February (77/132) *Need a higher number surveyed Senior Phase students (102, February) – 88% who know their Levels understand how to improve in all subjects and 91% in most subjects. Assessment Champions <u>Science</u> – new assessments are in place that better align BGE and Senior Phase skills development; All staff feel confident in assessing, recording and moderating evidence to National Standards. Moderation at faculty meetings has strengthened understanding in	Effective use of assessment All Faculties to have a consistent Framework for Assessment which includes: All BGE Assessments are tied to Benchmarks and written into an assessment matrix All Departments have clearly mapped Skills development from BGE to Senior Phase All Subjects have reflection opportunities for students following key assessments/tracking	
---	--	---	--

support assessment judgements and next steps - Creating valid, reliable and relevant assessment tools tied to benchmarks - Creating reflection materials so that students know their level and how to improve <i>Planning, tracking and monitoring</i> Created systems to allow for easier use of prior attainment data to set targets and to utilise tracking information to inform lesson planning. Analysed BGE tracking data with a focus on learners with 2+ FALS to monitor their progress and implement and evaluate interventions. Quality Assured all tracking data to ensure consistency of	the use of tracking and monitoring language and NSA data. Evidence from quality assurance of tracking data shows a reduction in the number of anomalies in student reports. Learner conversations have taken place in all classrooms to identify next steps to success. Feedback from staff has shown that they now feel more confident in assigning a level to a young person and identifying next steps for success. <u>Design</u> – Assessment Frameworks are now in place for S1 and S2 in HFT including Benchmarks aligned to assessments. <u>English</u> – There is a clear and consistent timeline of assessments now in place and moderation times allocated. The Faculty took part in moderation with AM to focus on Fourth Level and increase confidence in awarding this earlier. The number of L4 Achieved has increased by 20% from last session. BGE feedback sheets were redrafted to increase student awareness of their level. <u>Maths</u> - Reflection sheets and Microsoft Forms successfully produced and well embedded across faculty for all level 3 and 4 learners in S1 and S2. All teachers have record of question-by-question achievement in summative assessments at both levels. All staff engaged with CEC data following tracking and almost all staff utilised this as a basis for interventions. <u>Performance</u>: PE and Drama- there are performance videos in place to support	in BGE and Senior Phase so they know their Level and how to improve The Majority of subjects have Learner Conversations in the BGE to support student understanding of Levels and Next Steps All subjects have a QA calendar with moderation in place for agreed assessments Almost all teaching staff understand what learning looks like at the different BGE Levels The majority of teaching staff reference skills and knowledge linked to Levels in their lessons The majority of students in S1,2 and 3 know their Levels and what that means for their learning and next steps <i>Planning, tracking and monitoring</i> Create systems and hold CLPL so that all staff use prior attainment data to inform planning in S3 and S4 lessons. Implement the new Intervention Framework so that most students on the Watchlist with 2+ FALS make expected progress – a focus on S3 and S4. Quality Assurance of tracking data will show a reduced amount of anomalies from Levels and progress comments in BGE.	
--	--	--	--

understanding amongst staff in Faculties.

moderation. Drama, tracking spreadsheets are now in place to match BGE progress comments with steps on how to meet these criteria.

Languages: Marking sheets have been developed for talking and writing. Reviewed the BGE S1 -S2 French assessments so that they are more closely linked to Senior Phase.

Writing moderation has taken place in the BGE - staff are more consistent with identifying areas of success.

Social: The S3 History course is now better aligned with skills development at National 5 Moderation at Faculty meetings has strengthened understanding in use of language in tracking and monitoring, leading to consistency in approach and more robust tracking of progress.

Technologies: Moderation meetings are now in place and all members of the Faculty are more confident on their understanding of tracking and the different Levels. Evidence from faculty meeting discussions and minutes demonstrates that there is a more robust understanding of BGE levels in reporting.

Evidence from QA of reports shows a reduction in the number of anomalies in pupil reports.

Moderation activities, specifically faculty moderation meetings, have improved consistency in BGE assessment decisions evidenced by agreement on levels. Pupil reflection documents have been developed for

all units in S1 & 2 and are being used by staff in planning.

Planning, Tracking & Monitoring

In the Assessment Evaluation tasks **almost all Faculties reported that they were using prior attainment data to plan for learners in the BGE.**

There is now a focus on 2+FALS in place as part of new Intervention Framework.

During the QA of the Final BGE Tracking Reports the % of Levels and Progress Comments that correlated in were as follows:

S3 – 87%

S2 – 72%

S1 – 73%

Parent/carer survey:

84% said that they receive helpful, regular feedback about how their child is learning and developing e.g. informal feedback, reports and learning profiles and that it reaches them at the right time.

QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)			
What have we done? Improving outcomes for care experienced students A Care Experience Lead was appointed (Lisa Harrison). She has worked collaboratively with the Transition Teacher to support P7 students transitioning to Tynecastle. S2 and S3 care experienced students worked with the P7s in their Primary School to build a connection and	How well are you doing? What's working well for your learners? How do you know? What evidence do you have of positive impact on learners? How do you know? As a result of the time allocated to the Care Experience Lead and the relationships she is building, specifically with care experienced students, we are seeing an increase in individuals self-referring for support. As a result of a range of supports and interventions the care experienced students who took part in the Wellbeing self-assessment in January 2026 reported positively on all or most indicators. 72% of responses were in the 'all or most of the time' category, no one responded 'hardly ever or never'.	What are you going to do now? What are your improvement priorities in this area? Continue the Care Experience Lead role with time for task (one period per week). Embed focus on tracking data analysis of care experienced students following every BGE and senior phase tracking period.	Good

confidence in preparing for transition. S1 to S3 care experienced students were supported to take part in the We Matter teams' activity week. S1 to S6 care experienced students were supported to apply for funding from the Edinburgh Champions Board Individual Grants Scheme. S1 care experienced students engaged in a 6-week course with Outdoor Classrooms S2 care experienced students engaged in a 4-week course with SCRAN Academy. S2 and S3 care experienced students engaged in a 6-week course with RUTS. S4 care experienced students were offered tuition in identified subjects and mentoring Maximising attendance	As a result of applications made for individual grants scheme for CEYP aged 14 years and up, 10 care experienced students received grants totalling £2475. These students were directly involved in choosing and purchasing the items they identified which included bedroom furniture and décor, clothes & sports kit and contribution towards family holidays. Participating students achieved REHIS Elementary Food Hygiene award. 3 students achieved a Level 5 Award in Bicycle Maintenance and Safe Riding Practices. As a result of interventions directed to raise attainment in S4 learners, a working grade of D or above was maintained or improved in 83% of qualifications. Clarity over roles and responsibilities and re-prioritising of daily tasks has resulted in dedicated time each day to updating unexplained absences. Staff feedback indicates roles and responsibilities are clearly understood.		
---	--	--	--

Our procedures for daily absence recording and monitoring were reviewed and updated. A revised policy and procedures framework was shared aligning the City of Edinburgh Maximising attendance policy with school-based practice. A Microsoft form was introduced to provide parents and carers with an additional and accessible way to advise of absence. Monthly communication to students, parents and carers on attendance rates became embedded. Weekly communication to students, parents and carers on regular late coming became embedded. The range of interventions to support attendance increased and	The volume of daily unexplained absences has reduced. As a result of the introduction of the website form an average of 127 absence periods each month were explained between November and March. 30% of students with attendance under 85% who have been supported by the PSO Maximising Attendance have improved their attendance to higher than 85%. The gap in average attendance between quintile 1 and quintile 5 students reduced by 1.62% when comparing the period from September to May in session 24-25 and session 25-26. CEC reporting on % of S1-4 students with attendance below 85% noted this was in the green zone in four out of nine month's reports. There is a continued trend of not being in the red zone since September 2022.	Continue to reduce daily unexplained absences. Improve average attendance of all students to a minimum of 90% Improve average attendance of care experienced students to a minimum of 90% Adapt analysis of attendance data to ensure we are using the CEC Staged Intervention Framework consistently and effectively.	
--	---	--	--

now include in school and community-based support.

Our partnership with Education Wellbeing Service developed through involvement at PSG Attendance meetings and with a support group for emotionally based school avoidance.

We have continued to work towards alternatives to exclusion and minimising time lost to exclusion.

The number of students excluded has reduced from 23 in session 24-25 to 13 in session 25-26. This is a continuing reducing trend.
The length of exclusion periods has also reduced from 55 in session 24-25 to 32 in session 25-26. Again this is a continuing trend in reducing openings lost to exclusion.

QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)			
<i>Attainment in Literacy and Numeracy</i> We ensured that use of data to raise attainment was a strategic agenda item for all meetings. We undertook professional dialogue and planning on the use of data as a Learning Community with our DHT Tracking & Monitoring. We ensured that raising attainment (literacy) was the main focus of our Learning Community Improvement Plan. Literacy (Vocabulary for Inference) was the focus for cluster and moderation work focusing on the LC. Benchmarks - 'Makes appropriate predictions about texts with supporting evidence.' and	Attainment in Literacy and Numeracy Over the past 5 months there has been an improvement in literacy outcomes in our Learning Community primary schools as a result of our raising attainment strategies including the work of our Learning Community Development Officer. (Insert primary data requested here. Tracy, do you have an overview of P7 ACEL which we cannot access?) Literacy – S4 SCQF Level 5 is 73.5% and shows an improving trend for the last two years.	Attainment in Literacy and Numeracy 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) Literacy - S4 SCQF Level 5 has been below the VC for the last 3 years (although only significant 2024 and improving). Target of 75% for this session will be the target for 2026/7 also. Introduce Learning Community Attainment Meetings x 3 to support our relentless focus on raising attainment. Further develop our Inclusive Classroom work utilising the CIRCLE document for almost all	Good

'Uses strategies and resources to read and understand and clarify unfamiliar vocabulary.' We employed a Raising Attainment (Literacy & Numeracy DO) for the Learning Community. Due to recruitment difficulties she was not in post until January 2026. The focus for our DO has been to work with P5-7 in all LC schools to ensure pupils are at Second Level by time of transition. This work has been supported by DO, Transition Teacher, P7 teachers and LC HTs. A whole school priority has been for staff at all stages to understand data and use this regularly to plan interventions and track progress – see Learning, Teaching & Assessment. Professional learning was provided by The	English Faculty: Banked N5 Literacy for any borderline N5 students, and all N4 students who were capable. Faculty had a clear awareness of which students in their classes were borderline and of concern. Liaised with FLEX to highlight/ refer students at risk, or not coursed in English at all. LB created evidence sheets which class teachers could use to easily track evidence throughout the year. Class teachers liaised with FLEX when students attendance/ performance caused concern. Modern Languages Faculty: As a result of collaborative planning, there is now greater consistency in delivery of writing	classrooms to improve literacy and raise attainment. 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.	
---	--	---	--

Edinburgh Learns Team to support and enhance pedagogy and refine assessment judgements in BGE. Professional learning was delivered for all staff to contribute to our whole school approach to teaching literacy.	skills/assessment in the BGE. This is evidenced from professional dialogue at faculty meetings. Evidence from S3 writing shows the majority of students have improved in their writing skills from S2. (Student produced work and staff moderation). As a result of professional learning, practice has been strengthened and assessment judgements in the BGE are now more consistent and aligned with Senior Phase Literacy attainment English Faculty - took part in moderation with Edinburgh Learns to focus on Fourth Level and increase confidence in awarding this earlier. Following professional learning, our ACEL data shows an increase in Level 4 Literacy of 20% from last session.		
---	---	--	--

Professional learning with the Dyslexia team and SfL was delivered to improve staff skill in raising attainment through focusing on raising attainment in literacy. Professional Learning was delivered by our Literacy School Improvement Group to improve staff confidence in the use of accessibility apps on iPad to support improved literacy levels.	Most teachers said that the Dyslexia and Literacy session 1 was useful was in contributing to the development of their practice - ‘clear, concise, helpful, practical.’ Most teachers found Dyslexia and Literacy session 2 useful. Improvements in staff knowledge and understanding as a result of this CLPL can be seen in the increase of staff feeling that their K&U was good or very good, from 39% to 83%. 95% (almost all) staff felt that their learning would be used in their practice and 90% (almost all) felt that it would have a positive impact on the outcome of learners. As a result of this training Data revealed that up to 69% of respondents now report feeling confident or very confident in utilising these tools, indicating substantive progress.	We will re-visit dyslexia guidelines and accessibility tools, and ensure that new staff utilise these to support learners.	
--	--	---	--

Attainment over time BGE In the BGE we have identified 5 @5 students based on their NSA and previous tracking. After each tracking we check the progress of the 5@5 students in a Health Check. We have used NSA to group students into middle 60 5@5 and top 20 5@5 so that staff can utilise this in their lesson planning. We have shared the analysis of final BGE Levels and expected progress v actual progress to inform Improvement Planning. PSLs met with the parent/carers of the S2 Watchlist to support them being coursed into subjects where they are able to achieve National 5's.	BGE BGE Health Check Data Updates: <table><tr><th>Year</th><th>No. Predicted</th><th>Tracking 1</th><th>Tracking 2</th><th>Tracking 3</th></tr><tr><td>S1</td><td>59%</td><td>NA</td><td>41%</td><td>65%</td></tr><tr><td>S2</td><td>50%</td><td>48%</td><td>53%</td><td>51%</td></tr><tr><td>S3</td><td>55%</td><td>51%</td><td>58%</td><td>57%</td></tr></table> In the Faculty Evaluation Task 10/12 responses shared that they found having the BGE 5 @5 and watchlist spreadsheets useful or very useful to their planning. Improvement plans will have more baselines and measures related to the Final BGE Tracking Data Final BGE Tracking Data: <table><tr><th>Year Group</th><th>No. on 5@5 list</th><th>No. of 5@5 list on track</th><th>No. on track for at least 5 on all yr group</th></tr><tr><td>S3 (173)</td><td>96 (55%)</td><td>72 (42%)</td><td>85 (48%)</td></tr><tr><td>S2 (160)</td><td>80 (50%)</td><td>59 (37%)</td><td>70 (44%)</td></tr><tr><td>S1 (160)</td><td>93 (58%)</td><td>64 (40%)</td><td>75 (47%)</td></tr></table> Faculty Improvement Plans will show the use of BGE attainment data to set targets.	Year	No. Predicted	Tracking 1	Tracking 2	Tracking 3	S1	59%	NA	41%	65%	S2	50%	48%	53%	51%	S3	55%	51%	58%	57%	Year Group	No. on 5@5 list	No. of 5@5 list on track	No. on track for at least 5 on all yr group	S3 (173)	96 (55%)	72 (42%)	85 (48%)	S2 (160)	80 (50%)	59 (37%)	70 (44%)	S1 (160)	93 (58%)	64 (40%)	75 (47%)	Attainment over time BGE 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 x to x To increase the number of watchlist students on a National 5 Pathway in 5 or more subjects from x to x Strategy Staff will focus on using data to plan for learners to ensure the right pace and challenge in lessons. Staff will identify those who are lower 20, middle 60 and upper 20 in their classes to help inform planning. Staff will consider those who are identified as potential 5 @5 students in their planning and tracking. An S3 Whole School Watchlist will be identified from S2 data. The S3 Whole School Watchlist will be the focus for interventions and will be closely tracked across the year at each reporting stage in order to evaluate progress.
Year	No. Predicted	Tracking 1	Tracking 2	Tracking 3																																		
S1	59%	NA	41%	65%																																		
S2	50%	48%	53%	51%																																		
S3	55%	51%	58%	57%																																		
Year Group	No. on 5@5 list	No. of 5@5 list on track	No. on track for at least 5 on all yr group																																			
S3 (173)	96 (55%)	72 (42%)	85 (48%)																																			
S2 (160)	80 (50%)	59 (37%)	70 (44%)																																			
S1 (160)	93 (58%)	64 (40%)	75 (47%)																																			

Senior Phase – S4 Focus We held Health Checks following each tracking period with a focus on S4 tracking data. This included: -An update on breadth and depth measures -An update on the success of interventions -An update on the Watchlist -Departments identifying and setting stretch aims and evaluating progress - Departments identifying their own watchlist and focusing on interventions for this group We created a whole school intervention tracking system for staff to select and then evaluate the impact of interventions. We created a focused watchlist for S4 after each tracking and evaluated the impact of interventions on this group. (The watchlist	Senior Phase Senior Phase Health Check Updates 2025-2026: <table><tr><th></th><th>1@6</th><th>3@6</th><th>5@6</th><th>1@7 (S6)</th></tr><tr><td>Tracking 3 2025-2026</td><td>62%</td><td>41%</td><td>22%</td><td>30.6%</td></tr><tr><td>Tracking 2 2025- 2026</td><td>77%</td><td>54%</td><td>21%</td><td>51%</td></tr><tr><td>Tracking 1 2025-2026</td><td>79%</td><td>58%</td><td>28%</td><td>51%</td></tr><tr><td>Results 2024-2025</td><td>48%</td><td>36%</td><td>21%</td><td>11%</td></tr><tr><td>Results 2023-2024</td><td>39%</td><td>23%</td><td>12%</td><td>27%</td></tr></table> In the Attainment Strategy Evaluation task completed in May in-service almost all staff valued the Health Check Data and time to analyse student progress. All teachers completed the Intervention Spreadsheet following tracking 1 by entering measurable interventions. 73% of teachers completed the T1 impact. Analysis of impact of interventions in Jan 2026: 47 teachers have carried out 170 interventions for students who are 'not yet meeting' in N5. 98 interventions have led to improvements in student's grades. 72 of these improvements have been to a C pass and 73 of the interventions that led to improvement were from targeted study support. S4 Watchlist Progress from Tracking 3 to Estimates: Moved to 5 @5, 5/25 = 20% One band away in one subject from 5@5 - 7/25 = 28% More than one band away from 5@5 - 13/25 = 52% - Worth noting 8 out of the 13 have significantly		1@6	3@6	5@6	1@7 (S6)	Tracking 3 2025-2026	62%	41%	22%	30.6%	Tracking 2 2025- 2026	77%	54%	21%	51%	Tracking 1 2025-2026	79%	58%	28%	51%	Results 2024-2025	48%	36%	21%	11%	Results 2023-2024	39%	23%	12%	27%	The S3 Whole School Watchlist will be updated in January following S3 Tracking 2 data and the S3 NSA information Senior Phase – S4 Focus Aim To increase attainment of S4 from x to x 5@ 5 A-C through a focus on the S4 Watchlist* To increase attainment of S4 L5 from x to x by focusing on the S4 Watchlist To increase attainment of the lowest attaining group from x 5@3 to x and x 5@4 to x Strategy <u>Whole School</u> We will have a clear focus on the borderline students who are performing at a Grade 6 or above in three or four subjects and a Grade 7/8 in their remaining subjects – these are the ‘Watchlist’. There will be four different Watchlists published throughout the year. The first between June and October using data from S3 and the other three following each tracking period. There will be different interventions and roles following each tracking. After each tracking the progress of the whole cohort and the Watchlist will be analysed and interventions evaluated.
	1@6	3@6	5@6	1@7 (S6)																												
Tracking 3 2025-2026	62%	41%	22%	30.6%																												
Tracking 2 2025- 2026	77%	54%	21%	51%																												
Tracking 1 2025-2026	79%	58%	28%	51%																												
Results 2024-2025	48%	36%	21%	11%																												
Results 2023-2024	39%	23%	12%	27%																												

included 5 @5 students who were achieving a Nat/Level 5 in 4 subjects and were at 7 or 8 in at least one other subject.) We delivered an intensive support package to students on the S4 Watchlist including: Core Study Periods Additional digital support Parental Supports Resource packages Support on 'How to Study' We have created an Intervention Framework for S4 and S3 following an evaluation of our work this sessions. The number of students being entered for L5 courses rather than National 4 was prioritised. The number of students completing the National 5 Awards was monitored and actions applied. Awards for students not taking subjects into S4	improved from where they were at tracking 3 by at least one band Overall – 20/25 made progress between tracking 3 and estimates All teaching staff completed S4 Gap Fill Forms following tacking 3 to allow for specific focus on Learning and teaching Gaps. Almost all teaching staff reported in the May Attainment Evaluation Activity that the Core Study Group and time has an impact on student progress. Attendance at the Core Study periods was very positive with almost all students on the Watchlist attending each session. All students who attended the Core Study periods reported that they found the time useful. A majority of parent/carers of the watchlist students attended the parent/carer evening looking at how to support your child with their exam preparation. ACHIEVE statistics show that in 16 subjects students answered over 1000 questions. 6 subjects over 8000 questions were answered by students which shows it was a well used digital revision tool. Compared to last session, LFLW Level 5 qualification has increased from 0 to 5 in French. (Resulting in less N4 presentations). 2 of these 5 students have decided to return to N5 French in session 2026-2027 which is an improvement. Attainment Calendar has been RAGed and all entries are green.	Staff who teach the borderline students will be asked to complete a 'gap form' to support whole school interventions. <u>Faculty/Subject</u> We will have clear targets for attainment in each subject. After the first tracking, subject watchlist students will be identified in addition to the whole school group. Subject watchlists are students who are performing at a '7/8' and have the potential to pass. Some of these students may overlap with the whole school list. A 'Venn Diagram' intervention system will help to identify these different groups at Attainment Check -in points held during Leadership Team Meetings. Department Meetings will follow Leadership Team Meetings to enable analysis of the watchlists and evaluation of subject tracking interventions. CLs will oversee the completion of a log of interventions for the subject watchlists. Benchmark S4 L5 course completion rate has been captured. This course % was calculated by comparing students from census and whether they had an estimate in May.	
---	---	---	--

were banked for students. <i>Assertive</i> coursing took place using prior attainment data to highlight students who were on a National 5 Pathway. We created an Attainment Calendar to quality assure our work on raising attainment. <i>Equity for all learners</i>	Almost all (26/27 = 96.7%) of S2 watchlist are coursed that progress to NAT qualifications. Modern Languages completed 50 students ‘Building own Employability Skills’ L3 with S3 French and accredited in S4 2025-26. Modern Languages (French) have banked 31% of cohort for a NAT3 in S3. Furthermore, 50% of the cohort have achieved a NAT3 “understanding language” unit. This will be accredited in 2026-27. <i>Equity for all learners</i> House minutes show interventions for Watchlist students with 2+FALS and the progress data of watchlist from Tracking to Estimates but need more targeted tracking of this group. Almost all staff reported that they found the class attainment reports useful in analysing data and planning. (May Attainment Evaluation Task) 297 Early Concern Entries were completed by staff.	This, and presentation levels changes will be part of the discussions at attainment meetings in 2026-27. <i>Equity for all learners</i> BGE PSLs will arrange to meet with parent/carers of S3 Whole School Watchlist Students. In	
---	--	--	--

After each tracking period House Teams analysed those of the Watchlist with 2 +FALS and applied specific and targeted interventions. Class teacher attainment reports were introduced as part of the Faculty Attainment Report which analysed the performance of the cohort and also key groups. Early Concern Forms highlighted in Aug/Sep students who required additional support to make progress and interventions were carried out. FLEX Provision Due to the low attainment of our S4 lowest 20% (2023, 2024) and despite the positive attainment of this group 2025, we continue to target S4 at risk of not achieving 5 qualifications.	As a result of this intervention 89% of the 27 young people referred to FLEX achieved 5 qualifications at Level 3 or above. Compared to the previous session, there has been a 5% increase in the number of young people achieving 5 qualifications. Now, almost all learners in S4 have a minimum of 5 qualifications. Collegiate working has strengthened practice across the FLEX group, and has resulted in more focused meetings and targeted interventions for this group. As a result of this intervention 15% of parents/carers attended this session. Overall Attainment Results As a result of the actions above:	each House Meeting following BGE tracking there will be a focus on S3 Attainment Focus to analyse Watchlist Students with 2+FALS and action appropriate interventions. Senior Phase House Teams will support interventions by focusing on those on the 5@5 list with 2+FALS and applying relevant interventions. 'Gap Forms' completed by subject teachers will be analysed to help inform any additional interventions required for those with 2+ FALS. This will take place during Attainment Check-in Leadership Team and Attainment focused House Meetings. 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 70% 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	
--	---	--	--

We created a FLEX Support Group consisting of English, Maths, PSLs, Sfl, SLT and the FLEX teacher. This group met regularly to monitor this targeted group and to plan interventions and next steps.

We utilised our PSO Attendance our Equity Improvement Group and our ASL Teacher to further support this work.

We provided targeted FLEX Parental Engagement sessions for this group of learners.

Percentage of the S4 roll attaining awards at SQA National Awards Grade A-C

By the end of S4	2019	2020	2021	2022	2023	2024	2025	2026	Trend
5@3+	76	81	81	87	77	69	90	99	
5@4+	59	72	68	81	74	64	77	87	
5@5+	15	36	25	45	28	38	38	47	
By the end of S5									
1@6+	43	40	51	43	60	42	51	61	
3@6+	16	21	25	21	35	22	38	45	
5@6+	5	11	11	10	18	12	21	25	
By the end of S6									
1@6+	50	61	55	56	57	69	52	67	
3@6+	31	35	40	38	31	47	33	46	
5@6+	19	21	24	22	18	29	20	34	
1@7+	11	12	17	17	20	27	13	29	

Percentage of the S4 roll attaining awards at SCQF levels

	2021	2022	2023	2024	2025	2026	Trend
By The end of S4							
S4 5@3	83	86	79	73	89	99	
S4 5@4	73	81	76	68	76	88	
S4 5@5	29	53	34	43	46	56	
By The end of S5							
S5 1@6	55	48	66	48	56	70	
S5 3@6	34	25	44	27	40	50	
S5 5@6	11	10	21	12	24	28	
By The end of S6							
S6 1@6		62	67	72	55	72	
S6 3@6		44	37	54	37	53	
S6 5@6		31	22	40	28	41	
S6 1@7		21	22	32	17	33	

to better support communication, tracking, interventions and attainment.

Aim to engage 30% of parents/carers in meetings/achievement visits/celebrations.

QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)

We ensure legal requirements regarding child protection, safeguarding and additional support needs are met with regular evaluation and review of key policies and procedures. Self-evaluation of practices relating to Child Protection and Care Experienced learners are part of our Quality Assurance calendar. Staff received annual training on child protection and information/key documentation is accessible online and throughout the school building. We work closely with partner agencies to meet statutory responsibilities and provide effective multi-agency support. Our tracking and monitoring procedures ensure we identify and	Policies and procedures are shared with staff, young people and families on Anti-Bullying, Child Protection and Maximising Attendance. Log of staff training. Child Protection concerns are raised by staff across the school. Social Work, Health and Voluntary Sector partners are invited to and involved in Young Person's Planning Meetings. Our guidance for staff highlights that the attainment of care experienced, quintile 1 and FME students should be prioritised in the analysis of tracking data.		Choose an item.
---	--	--	------------------------

support vulnerable learners. We are developing a clear focus on analysing tracking data for key groups (care experienced, quintile 1 learners) following reporting periods.			
QI 2.2 Curriculum: Theme 3 Learning pathways			
What was done?	How well has it happened? What evidence of positive impact on learners?	What are you going to do now?	Good
Improve attainment of S4 Middle 60% through senior phase by developing course provision Increase the Level 5 qualifications available to S4.	The offer for 2026-27 included the new courses of for S456: Hospitality NPA – 39 Media NAT5 – 22 Applications of Maths NAT5 – 56 Greater uptake of: Languages for Life & Work – from 8 to 24 Travel & Tourism – from 17 to 47 Team Sport NPA – from 8 to 20 Health Sector – from 9 to 55	Develop and embed: create safety net fallbacks for courses Dance – Creative Industries L4 as fallback for NAT5 Dance. Accredit work completed in S3 HFT in S3 - ReHIS in S3 RBV foundation work in S3 Enhance current course provision FA Hospitality – explore the Workplace-based assessment and develop the Hospitality NPA	

Strengthening the curriculum pathways from S3 to build attainment in S4/S5. The 'fallback' from NAT5 being a Level 5 qualification. 'Core' areas and wider achievement systematically contributing to attainment – RME, PSE, PE, Work Placement, Employability Awards. Retrospective attainment from S3 collated and entered for S4.	The offering for 2026-27 include the new courses for S3: Practical Skills in Wood and Metalwork – this will progress to Practical Engineering Skills NPA in 2027-28. Health Sector replacing General Science to progress into senior phase. Modern Languages completed 6 students' fallback from NAT5 to LfLW L5 instead of NAT4. This has also improved the return rate for French. RBV Level 5 plan decided for 2-yr introduction for overall award for certification August 2028: RME – 2 L5 Units over S3 & S4 PSE – YPI Modern Languages completed 50 students 'Building own Employability Skills' L3 with S3 French and accredited in S4 2025-26.	to include the Foundation Apprenticeship aspect to strengthen the pathway. Build qualifications completed through wider achievement (6x2 hybrid periods) Volunteering Award – Level 5 Powering Futures – Level 6 Work Placements – establish a bank of local businesses who would be willing to contribute. Work with neighbourhood schools to strengthen curricular pathways Career Ready Construction	
The BGE curriculum needs to robustly prepare learner skills and knowledge for the senior phase attainment.	Faculties reviewed senior phase component scores. In response to this data analysis, adapted the S3 curriculum to build stronger skills, knowledge and		

Reflection and analysis of Senior Phase results. Make data driven changes to BGE curriculum to prepare learners for the Senior Phase.	experiences that would align with greater attainment in S456. Examples: Science – introduction of skills-based lessons in S1/2. CDT – revised course to meet more benchmarks relating to Graphic Communications Mathematics – BGE course in S3 developed to better anticipate both Applications and Mathematics in S456. Modern Languages – developed & introduced assessments in S3. 31% have completed NAT3 unit. Modern Languages – brought writing in line with NAT5 writing assignment		
TYN Curriculum Pathways document created outlining the progression from choices in S3.	Used effectively as overview in parent information evenings.	Brief course descriptors need included to make the document more user-friendly. The software requires reviewed to allow ease of access and a one-stop-shop for choices.	
Increase profile and provide more experiences for Tynecastle students about future careers and open their eyes to new job possibilities. Hold regular events hosting partners from the community talking about their career / sector (Future Fridays). Learners attend events that inspire and discuss careers and pathways.	Future Friday footfall ranged between 6-100 each session, with overall attendance over the year being 613. Student feedback: 70% rated the small events 4 or 5 out of 5. Qualitative feedback: “We learnt about a different route to go into finance, gain experience and even grow in that industry to do so many other things along as we are passionate about it.”	Continue to embed Future Fridays with reflection of sectors from the destination tracker and participation portal. Further strengthen partnerships with local business community through Future Fridays, visits, work placements, volunteering. Collate the Work Placement requests and experiences to contribute to:	

	Future Friday opened opportunity for students to go on work placement at Hillary's Interiors. Students were involved in Work Placements throughout the year. FCA have partnership with Tynecastle HS who have catered for over 20 students in the past 2 years.	Certification Meaningful May experience	
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)			
Parental engagement was essential for our Raising Attainment strategy.	S2 watchlist students were met by PSL prior to coursing to discuss the courses that allow the students to remain on the NAT5 pathway. 97% of students on this watchlist remain on this pathway. S4 watchlist student families were contacted for information and providing extra support: Discussion with house DHT about progress & what steps are needed to improve. Almost all families were contacted and engaged in discussion about attendance, support study opportunities, revision outwith core subjects. Extra parental meeting then provided one-to-one discussion, advice about revision over Easter and gathering feedback about what resources would be beneficial for students and families. A majority of families attended along with the learner and engaged in how to support to improve attainment.	These steps will remain as part of the Tynecastle Raising Attainment strategy and calendar. These meetings for watchlist families will continue to be strategically placed prior to crucial assessment periods: S3 – prior to S3 Exam Experience in Dec S2 – prior to coursing in Feb S4 – prior to Easter holidays with support, advice and resources supplied.	Good

--	--	--	--