



CHILDREN AND FAMILIES

Standards, Quality and Improvement Plan for Castlebrae Community High School



A caring community with high expectations where achievement and respect are key.

Standards and Quality Report for session: 2013-14
Improvement Plan for session: 2014-15

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Standards and Quality Report

1. The school in context

Castlebrae Community High School is a non-denominational six-year comprehensive secondary school which serves the Craigmillar, Niddrie and Newcraighall communities in East Edinburgh. The catchment area is the most economically deprived in Edinburgh and the Niddrie/Craigmillar ward is the second poorest in East Scotland. The roll in September 2014 was 126. The percentage of students with free school meal entitlement was 52%, the second highest for Scottish schools. Our feeder primaries are Castlevue, Niddrie Mill and Newcraighall. Most of our students are drawn from Castlevue and Niddrie Mill Primary Schools.

The teaching complement for Session 2013-14 was 27.9FTE. The Support for Learning Department was supported by 6 learning assistants who help students with special needs. The Senior Management Team comprises of a Head Teacher (HT), two depute Head Teachers (DHT), a Community Programme Manager and a Business Manager.

The Parents' Forum provides further support comprising four parent representatives, one Clerk to the Council and a community representative.

2. School's self evaluation

1.1 Improvements in performance

<p>Standards of attainment over time</p>	<p>In session 2013-14 there was a decline in the percentage number of pupils achieving secure at CfE level 3 by the end of S3, this is in contrast to an increase overall across the City of Edinburgh. Acknowledged in the 2013 follow-through inspection, a few young people identified as having a lower reading level on entry to S1 have been supported to improve their literacy skills. Attainment data indicates that a number of these young people have achieved a range of qualifications by the end of S4 and this continues to be monitored by the Support for Learning Leader.</p> <p>S4-6 examination performance across all key measures in national examinations has not improved or is weaker than in previous years. In 2014 examinations, although there was an improvement of 8% in the number of pupils gaining 5 or more at level 4 by the end of S5, S5 attainment in 2014 has fallen significantly overall when compared with attainment in 2013. Although there is an improvement of 5% in the number of pupils gaining 1 or more Highers by the end of S6 and 4 other measures, attainment in 2014 remains below the comparator and national average at all levels. In the 2013 follow-through inspection, attainment in expressive arts, technologies and physical education continues to remain relatively strong in national examinations although in 2014 there were fewer presentations at level 6 in S5. Young people continue to perform well in a range of Skills for Work courses, National Progression Awards and National Certificates. Strong performances in Intermediate 2 Hairdressing, Retail and Creative Industries, Intermediate 1 Construction, Engineering, and Early Education and Childcare. The school has extended the range of vocational courses and 16 + choices to better meet the needs of a number of young people including S5/S6 achievements in ASDAN, SQA Employability awards, Headstart, First Aid and British Safety Council awards. As a result, more young people continue to develop the necessary skills to help them into employment, training or college.</p>
<p>Overall quality of learners' achievement</p>	<p>There continues to be significant opportunities and successes in students' wider achievements. Significant numbers of young people have achieved success through JET, SkillForce, Capro, RUTS and Street League over the course of the year. Young people continue to achieve success representing the school in local and national events, for example the Commonwealth Games and the Youth Philanthropy Initiative. Young people continue to be proud to represent their school in sports teams, art events, vocational opportunities and the successful RED café.</p> <p>An award ceremony was held in June which positively recognised young people's efforts and behavior. An excellent wider achievement dvd was completed and shared with young people at a whole school assembly at the end of term, this was very well received and captured the wide range of opportunities available to pupils. The school should continue with this positive work. The constructive work of the full-time CLD staff member identified in the 2013 follow-through inspection continues to have a very positive impact on young people's engagement in learning and future career and employment pathways. Working closely with a range of partners, including the SDS coach, the CLD staff member continues to be proactive in establishing programmes and activities which enable young people to gain important skills for life, learning and work. As a result of the revised approaches to 16+ choices the number of young people leaving school to enter a positive destination has significantly improved from 92% to 94.6% which is 3.6% above the CEC average. The CLD staff member also delivered a wide range of summer activities for young people within the community and this was well received.</p>
<p>Impact of the school improvement plan</p>	<p>The school's improvement plan continues to have a limited impact on attainment outcomes for young people. We have improved the numbers of young people going on into positive destinations and we will continue to strive to maintain and improve these outcomes.</p>
<p>What are we going to do next?</p>	<ul style="list-style-type: none"> • To implement the Improving Attendance Strategy to bring attendance in line with the CEC average of 93.1% • To raise attainment at all levels to bring in line with key benchmarks by implementing the mentoring and target setting strategy. • To continue to build on the quality of young people's attainment in the expressive arts, technologies and PE; wider achievements and positive destinations. • To increase the school roll

2.1 - Learners' Experiences

<p>Learners are motivated, eager participants in their learning.</p>	<p>Overall, as identified in the 2013 follow-through inspection, the quality of young people's learning experiences still remains too variable across the school. Whilst it is acknowledged that staff have contributed to, and undertaken, a range of professional learning opportunities to improve the quality of learning and teaching these features of effective practice have still not been embedded or taken on board. The 2013 follow-through inspection recommended that there was a need to revisit standards and expectations of what an effective lesson looks like and feels like in order to improve the consistency and quality of learners' experiences. To address this the <i>10 Lesson Basics</i> will be implemented in August 2014 together with the recommendation that "Senior managers and Curriculum Leaders should now prioritise this important action point by taking a stronger lead in setting and monitoring these basic standards and expectations".</p> <p>There still remains a lack of consistency in the implementation of learning intentions, these are still not linked to skills development nor matched to appropriate success criteria in some lessons. In addition, the four phase lesson structure which was implemented in 2013 has not yet embedded into daily practice. Consequently, young people are not always clear what they are learning and how this builds on their prior learning. In too many lessons young people do not think deeply enough about their work and in some lessons young people are not engaged in their learning. From August 2014, the school and cluster will work with the Tapestry Partnership to improve the quality of learning teaching and this, together with the <i>10 lesson basics</i> initiative, will help the school to move forward. A successful cluster in-service day was delivered on 12 August by Tapestry and this will be taken forward by the newly seconded Cluster Head Teacher, Lindsey Watt with the support of the local authority.</p> <p>The 2013 follow-through inspection found that young people were still not consistently encouraged to make use of their learning diaries to support their learning in and out of class. They do not receive consistently high quality feedback on their learning to know accurately enough how they are doing well and what to do to improve. This has been integrated into the <i>10 Lesson Basics</i> initiative which will be implemented from August 2014.</p> <p>There continues to be a lack of effective tracking and monitoring of young people's achievements to ensure all young people benefit. There is significant scope to further increase the achievements of all young people from S1 in order to build on the successful work as highlighted by the HMle in the recent Castleview inspection. The new Acting Depute Head Teacher has already taken steps to implement an effective tracking system.</p> <p>Young people continue to respond in an enthusiastic manner about well-designed opportunities to work independently, think creatively or solve problems as evidenced within the S1 Nairn Challenge. The School has implemented I-Pads to all young people from P7 to S6 and, when integrated with learning, young people use this form of information and communications technology well to enhance their learning. Where pupils are developing practical skills they are most enthusiastic about their learning experiences in subjects and this continues to be the case in Technologies and Creative and Aesthetic Faculties. In these subjects young people can talk about what they are learning, how they are getting on and what they need to do next in order to improve. The school should prioritise this as a matter of urgency to ensure a consistent approach to learning and teaching.</p>
<p>Learners make good progress in their learning.</p>	<p>Teachers need to set higher standards and expectations in relation to the quality and presentation of pupil's written work e.g. jotters in many lessons are not well organised. This recommendation is still to be addressed and this has been built into the Improvement Plan for 2014-15. Senior Managers and Curricular Leaders should work together in order to monitor jotter work.</p>
<p>Learners know their views are sought and acted upon. They feel valued.</p>	<p>Young people spoke about oral feedback which gets lost and forgotten. Staff give feedback but it needs to be more focussed and written down. The school has already identified comprehension skills as an area for development and will work closely with primaries to improve this specific area.</p>

<p>Learners feel safe, nurtured, healthy, achieving, active, included, respected.</p>	<p>Young people are generally responsible around the school, and they feel well supported by staff. They are proud of their school but wish to see improvements to the environment and the learning and teaching resources. The school's merit system is valued by students but is not used consistently. Students have had successes in local and national competitions and this has had a positive impact on their self-esteem. Young peoples' achievements are well celebrated at assemblies and end of year events. Successes in local and national competitions are positive e.g. Animation project with ML, Art and IT (winning a National prize), Mini Trial and YPI and all S1-S3 took part in a H&WB week.</p>
<p>What are we going to do next?</p>	<ul style="list-style-type: none"> • To raise standards and expectations through the implementation of the <i>10 Lesson Basics strategy</i> • To implement the Tapestry CPD programme • Continue to implement the i-pad project

5.3 - Meeting Learning Needs

<p>Tasks, activities and resources</p>	<p>Some departments have taken a consistent approach to planning learning, teaching and assessment. In 2013, the follow through inspection praised these departments and found that learning intentions and success criteria were closely linked to key concepts and ideas derived from the experiences and outcomes. Tasks and activities are well matched to learners' needs. Young people engage and perform well in these areas of the curriculum. Within these areas, staff are to be commended for going the 'extra mile' to ensure young people receive a high quality learning experience. For example, visiting local employers to gain meaningful work experience opportunities and bringing external visitors in to enhance learning. The school should build on this positive example to help other departments to improve the quality of the curriculum across the whole school.</p>
<p>Identification of learning needs</p>	<p>A few departments have consistent approaches to the identification of needs and students engage and perform well in those areas, such as Technologies and the Expressive Arts where there is rigorous planning to meet individual needs. Information gathered by support for students and support for learning staff is shared with all teachers and learning assistants through profiles compiled from interviews with primary staff. This information is updated throughout the session in house bulletins, though at present there is a need to develop more robust evidence of how teachers use this information in their planning. All students in S1 with a standardised reading comprehension level of <85 are individually tested and placed on a reading recovery programme where appropriate. These students are then tracked through the four years of compulsory education with due regard to looked after young people and students with EAL needs. Clearly over the past 6 years, the average attainment of the group has fallen year on year, putting the school on a lower starting point as time goes by. Evidence of this can be seen by correlating SQA results with standardised tests in S1.</p>
<p>The roles of teachers and specialist staff</p>	<p>Comprehensive information is shared with staff identifying the most at risk groups of students, including LAC, EAL, ASP's. The profile of LAC students was further raised in session 2013-14 within the ASL team with some PSG's being dedicated to reviewing LAC students. Pupil Support Leaders feed into the LAC review process with effective, up-to-date information. Attendance continues to be below the local authority average and meetings take place regularly between EWO and Pupil Support Leaders. Exclusion data is collated per session and over a school life cycle and interventions reviewed and discussed through PSG's and increasing numbers of Young People's Planning Meetings.</p>
<p>Meeting and implementing the requirements of legislation</p>	<p>The needs of the young people who are at greatest risk of becoming looked after or of being excluded are better met through Getting it Right procedures. Exclusions have been reduced. Support for students and support for learning staff are continuing to working cooperatively with some partners, for example educational psychologists, EWO, CLD in order to identify needs and provide solution focused strategies which lead to positive destinations. The new team around the cluster has allowed partners to link and share ideas and strategies to support those most at risk.</p>
<p>What are we going to do next?</p>	<ul style="list-style-type: none"> • To implement the new mentoring and target setting system to enable subject and pastoral support teachers to work closely together to ensure that target setting arrangements are developed sufficiently to benefit young people's learning. • To ensure that senior managers work with their link departments to determine if the range of assessment evidence on which these targets are set is robust and reliable. All staff will check regularly that young people: know what they are learning; how they are doing and what they need to do next in order to improve. • To review the arrangements for targeted support including the re-launch of the alternative to exclusion pathway in order to ensure that poor behaviour does not impact on learning and teaching.

5.1 The Curriculum

<p>The rationale and design of the curriculum</p>	<p>The rationale for the Curriculum is to deliver improved outcomes for learners leading to positive and sustained destinations. The structure of the curriculum was revised in session 2013-14 and a new S1-3 and S4-6 programme implemented. The school has taken a creative approach to the Broad General Education by grouping S2/3 and S4-6 together. In June 2014 staff agreed to further revise these arrangements in S1-3 in order to ensure that the full entitlements of the Broad General Education were being implemented in full.</p>
<p>The development of the curriculum</p>	<p>In session 2013-14, the process of subject choice at the end of S2 was removed and replaced with an S1-3 curricular structure. There has been some strong Interdisciplinary learning projects which cover literacy, numeracy and health and wellbeing, for example the Nairns Challenge which was praised in the 2013 follow-through inspection for giving young people an insight into the work of production, marketing and sales and to apply their literacy, numeracy and Health and Wellbeing knowledge in both a relevant and interesting context rooted in the local business community. This now needs to be developed to show a wider range of work across the whole curriculum. ICT have good IDL links eg in religious diversity week and with the Animation and these types of projects should need be shared across the school with other staff developing similar opportunities for young people. The new qualifications were introduced in S4 in session 2013-14 and programmes and courses in the upper school are of necessity more limited than might be found elsewhere. In practical areas, courses are well planned and delivered and are innovative. The involvement of partner agencies (Skillforce, Venture Project, Artist in Residence, Action for Children) has been a very effective example of joint working which has had a positive effect on the curriculum.</p>
<p>Programmes and courses</p>	<p>The 2013 follow-through inspection found that current courses and programmes for S1-S3 vary in quality across the school and this still remains the case, although there continues to be high quality planning which exist for example in Technologies and Creative and Aesthetic and both faculties deliver very good outcomes for young people as a result. This good practice should now be shared across the whole school. The school has revisited their plans for the senior phase in order to implement courses which will lead to improved outcomes for young people; in particular in Maths, Science Modern Languages and RE. These plans need to be further developed to include a range of differentiated pathways to build on prior learning and achievements and meet the needs of all young people. Some departments have taken a consistent approach to planning learning, teaching and assessment.</p>
<p>Transitions</p>	<p>The school recognised the need to re-instate curricular links with associated primary schools within the context of Curriculum for Excellence and a successful transition programme was implemented. This has had a positive impact on the cluster and the school should continue to build on these important cluster links. The school CLD staff member was praised in the 2013 follow-through inspection for providing a crucial link with a range of key partners who work within and outwith the school to support a number of disengaged learners to reconnect with education and training. This role is proving to be a successful bridging link between the school and the wider community to the benefit of the young people. This continues to be the case and has had a significant impact on improving positive destinations. Partners continue to demonstrate high levels of commitment to improving the life chances of the young people. The Friends of the Award have now moved in to Castlebrae and the new Head Teacher has already commenced plans to work together with both the Duke of Edinburgh programme, Active Schools and Skillforce to provide a tailor-made programmes for young people.</p>
<p>What are we going to do next?</p>	<ul style="list-style-type: none"> • To evaluate the impact of the changes to the Broad General Education to ensure that the full entitlements to a Broad General Education are in place and meets the needs of all learners. • To continue to implement the new qualifications ensuring a balance between academic and vocational provision building on the good practice achieved through developing skills for work courses in order to extend these successful approaches to planning, teaching and assessment more widely across the curriculum.

5.9 Improvement through self-evaluation

Commitment to self-evaluation	Overall, the school's approaches to self-evaluation and planning for improvement have not had a positive impact on the quality of young people's outcomes or the quality of learning and teaching. Approaches to self-evaluation continue to lack consistency and rigour. There is a lack of coherence in terms of self-evaluation and some staff do not understand the importance of accurate self-evaluation in the school improvement process. Although some young people continue to perform well in some areas of the school, in particular the Expressive Arts and Technologies, there remains considerable scope for improvement in both young people's learning experiences and attainment.
Management of self-evaluation	<p>Some departments continue to seek young people's views on the effectiveness of learning and teaching and examples of highly effective approaches to self-evaluation and quality assurance were identified in the expressive arts faculty. Staff continue to be involved in a range of working groups aimed at school improvement for example the i-pad project and the teacher learning communities.</p> <p>The Senior Management Team and Curricular Leaders now need to work together in order to improve the quality of learning and teaching in both the Broad General Education and in the Senior Phase. The management of self-evaluation now needs to focus on teaching and learning using the ten lesson basics as a tool for securing improvement in this area. The School should also work together with pupils, parents and partners to strengthen approaches to self-evaluation.</p>
School improvement	The school improvement plan has delivered some tangible improvement initiatives however these are not yet showing an improvement in outcomes for young people. The school priorities for session 2014-15 will focus on the key areas of learning and teaching, tracking and monitoring and self-evaluation in order to drive forward improvement.
What are we going to do next?	<ul style="list-style-type: none"> • To implement the <i>Improvement Impact Strategy</i> in order to secure a consistent and robust shared approach to self-evaluation and whole school improvement. • To further develop the pupil, parent and partner voice in helping to improve the school.

Improvement Plan

3. Key areas for school improvement

Priority 1 – To deliver Improved outcomes for learners	Overall Responsibility HT	QIs 1.1
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Outcome: Improve students overall attainment

Impact on learners: Focus on identifying underperformance with early intervention as follow-up

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Continued focus on improvements in outcomes for lowest attaining 20%, LAC students and Young Carers	SLT CLS Class Teachers	Restructure the Curriculum Implementation of the 10 Lesson Basics initiative Implementation of On the Button	Tracking at key points in year. Prelims Jan 2015 Final Exams August 2015	Establish Tracking of S4-S6.
Continue to increase no's going into +ve destinations, through use of CLD worker with dedicated remit. D'ment of programmes to support young people into work	DHT James Donald	Partner Agency Strategy Staff meeting time Accurate recording and follow-up Responsive +ve destinations programme	Tracking at key stages: Nov, Feb, April	
Improve attendance and Punctuality	DHTs/ SfSLs	Daily Attendance Monitoring Accurate Attendance recording End of day reporting to Head Teacher Data from centre, Action by Guidance and EWO	Monthly reviews	
Put in place on the button to track and monitor attainment of all students.	V Spicer CLS All staff	Staff Meeting Time		

To increase the school roll	L Watt A Archer Pupil Support Staff All staff	Enhanced Transitions Improved Curricular links	From August 2014	
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Priority 2 – To improve the quality of Learning and Teaching	Overall Responsibility	QIs 2.1, 5.3
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Outcome : Improvements to quality of L&T, in particular enhanced consistency across school

Impact on learners: Quality of the learners experiences show improvement in attainment and achievement

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
To raise standards and expectations through the implementation of the 10 lesson basics strategy	All staff	10 Lesson Basics Strategy SMT led Classroom Observations CL led Classroom Observations Learning Rounds CAT time Sharing good practice sessions	August 2014	
To implement the Tapestry CPD programme	LW/AA	CAT/ISIS time	August 2014	Evaluate impact
Continue to implement the I-Pad Project	V Spicer Working Group Digital learning team	iPads/Cases I Tunes	December 2015	Action plan drawn up iPads recalled

Priority 3 – To continue to implementation Curriculum for Excellence	Overall Responsibility	QIs 5.1
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Outcome: Ensure all student entitlements in place for BGE and Senior Phase

Impact on learners: Student experiences are rich and enjoyable, transitions ensure progression from phases and choice points.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Review of the curriculum in S1-3, in particular full coverage of Es and Os and overall curricular experience.	SLT CL's	Time	From August 2014	Learning Walls
To continue to implement the new qualifications ensuring a balance between academic and vocational provision building on the good practice achieved through developing skills for work courses in order to extend these successful approaches to planning, teaching and assessment more widely across the curriculum.	SLT CLs	Staff time DM time CL meeting established a platform for discussions	August 2014-May 2015	

Priority 4 – To meet the needs of all learners	Overall Responsibility	QIs 5.3, 2.1, 1.1
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Outcome : A climate for learning which meets the needs of all learners within an ethos of high expectations

Impact on learners: Improved climate for learning, increased engagement and motivation of learners resulting in improved outcomes

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
To implement the new mentoring and target setting system to enable subject and pastoral support teachers to work closely together to ensure that target setting arrangements are developed sufficiently to benefit young people's learning.	V Spicer CLs All staff	Staff time, CAT time Sharing good practice sessions	From August 2014	
To ensure that senior managers work with their link departments to determine if the range of assessment evidence on which these targets are set is robust and reliable. All staff will check regularly that young people: know what they are learning; how they are doing and what they need to do next in order to improve.	SLT CLs	DM Focus	October 2014-April 2015	
To review the arrangements for targeted support including the re-launch of the alternative to exclusion pathway in order to ensure that poor behaviour does not impact on learning and teaching.	V Spicer SfL	Alternatives to Exclusions Programme	From August 2014 Interim Evaluation – Dec 2014	

Priority 5 – To deliver continuous improvement through robust self-evaluation	Overall Responsibility	QIs 5.9, 2.1, 1.1
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Outcome : Robust self-evaluation processes which deliver improved outcomes

Impact on learners: Improved quality of learning and the delivery of improved outcomes for learners

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
To implement the <i>Improvement Impact Strategy</i> to secure a consistent and robust shared approach to self-evaluation and whole school improvement.	HT SLT	Whiteboard for SLT office	April 2015	
To further develop the pupil, parent and partner voice in helping to improve the school.	HT SLT James Donald	SLT Parent Council Learners voice Learners Leadership role established	October 2014-April 2015	
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5. Summary of evaluations against key indicators

Evaluation key:

Level 6	Excellent	Outstanding or sector leading
Level 5	Very Good	Major strengths
Level 4	Good	Important strengths with areas for improvement
Level 3	Satisfactory	Strengths just outweigh weaknesses
Level 2	Weak	Important weaknesses
Level 1	Unsatisfactory	Major weaknesses

QI		Evaluation
1.1	Improvements in performance	1 – Aim for 3
2.1	Learners' experiences	2 – Aim for 3
5.3	Meeting learners' needs	2 – Aim for 3
5.1	The curriculum	2 – Aim for 3
5.9	Improvement through self-evaluation	2 - Aim for 3