

# Education, Children and Families Committee

10am, Tuesday 10 December 2013

## Castlebrae Community High School – Progress Report

Item number	7.2
Report number	
Wards	

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Single Outcome Agreement	<a href="#">SO3</a>

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# Executive summary

## Castlebrae Community High School – Progress Report

### Summary

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This report updates elected members of the City of Edinburgh Council's Education, Children and Families Committee on progress towards improving outcomes for pupils attending Castlebrae Community High School. In addition, it includes information on progress on parental and community engagement, options for longer term improvements and the period from 2014/15 until 2020 taking into account the council's commitment to build a new secondary school in Craigmillar, currently anticipated to be required in 2020.

The Education, Children and Families Committee on 21 May 2013, considered a report on the future of Castlebrae Community High School and agreed to request improvement action and to establish a Working Group including a panel of external experts to advise on options for longer term improvements in the school.

The Working Group included representation from elected members, the community, parents, officers, including the Head Teacher of Castlebrae Community High School, Edinburgh College and EIS. This group met between June 2013 and November 2013 and benefited from hearing the views of 7 experts whose report is contained in Appendix 1.

This report covers the following areas:

- Improvements in 2013/14
- Parental and community engagement
- Longer term options for improvement between 2014 and 2020

### Recommendations

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The Education, Children and Families Committee is requested to:

1. Note the contents of this report
2. Note the progress of strategies within the school to deliver a high quality educational experience for learners (Ref 2.1.1)

3. Note the progress in parental and community engagement.
4. Approve the introduction of a revised management structure to deliver a Castlebrae Learning Community by August 2015 and the appointment of a permanent Head Teacher by August 2015. (Ref 2.3.2, 2.3.4, 2.3.5 & 2.3.15)
5. Approve the development of an East of Edinburgh Hub to deliver the Senior Phase including the development of a partnership with the Bio Quarter and Universities (Ref 2.3.9 & Ref 2.3.16)
6. Agree to receive a further progress report in March 2014

## Measures of success

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The measures of success are as follows:

- Improved attainment and achievement
- Attendance is improved and exclusions are reduced
- The S1 school roll intake increases in session 2014/15
- There is a clear strategic management of the curriculum across the Cluster from P5 – S3
- There is improved learning and teaching evaluated through direct observation, evaluation of key quality indicators and the views of pupils and parents.
- There is an increase in community activity within the school
- The positive promotion of the school in its community results in increased parental and community engagement.
- Improved physical environment

## Financial impact

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Additional funding has been provided to facilitate the improvement plan including additional staffing, additional funding for physical improvements and additional funding for 1:1 technology for learners.

An additional budget of £204K has been allocated to the school to support school improvement through additional staffing and to allow staff refresh to take place.

An additional budget of £118K has been allocated to the school to support physical improvements to the school building and environment.

The overspend of £388K from session 2012/13 has been removed from the school budget.

Additional funding of £60K has been provided to deliver 1:1 devices for all pupils at Castlebrae and Cluster primary schools.

These additional resources have been contained within the Children and Families budget.

Officers will continue to work with the Head Teacher to bring the budget back into line over the next few years while ensuring that there is appropriate resources allocated to ensure continuing improvements.

## **Equalities impact**

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There are considered to be only positive enhancements to the rights of the child in all of the strategies employed to support improving outcomes for learners. Specifically, the right to a good education and the right of young people to have a say in decisions are both enhanced. In Castlebrae, learners most at risk benefit from additional resources through the positive action budget. The full range of learners' needs are met through effective delivery of Getting it Right for Every Child. There is targeted support in place for learners with additional needs. The plan to take account of the diversity of the community within the school ethos and in community engagement activities will enhance the equalities duty to foster good relations. There are considered to be no infringements or negative impacts. A full equalities impact assessment will be carried out by Dec 2014.

## **Sustainability impact**

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There are no adverse impacts arising from this report.

## **Consultation and engagement**

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A wide range of partners have contributed to our strategies towards improving outcomes for pupils attending Castlebrae Community High School. These include school staff, parents, community representatives, Further Education, Higher Education, Employers, City of Edinburgh Council, Children and Families, Services for Communities, Voluntary Sector and Skills Development Scotland.

Drafts of this report and its appendices have been shared with the Working Group and amendments proposed at the final two Working Group meetings have been incorporated. In addition Children and Families officers have met with community representatives on five occasions to consider in detail the sections of the report addressing the school improvement plan, the parental and community engagement plan, communications and future options for the management and delivery of education in the area, and in the school between now and the opening of the new secondary school for Craigmillar in 2020.

There has been an unprecedented level of engagement with community representatives in the process of preparing this report, described by the community representatives as groundbreaking. Some issues have arisen in the process as a

result of the adoption of a co-production approach to a process which is normally officer led. These issues have been addressed and lessons have been learned which will improve future engagement in taking forward improvements in the delivery of education in the area.

## **Background reading / external references**

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HMIE report on Castlebrae Community High School August 2013. [Castlebrae CHS HMIE Report 2011](#)

Follow Through Letter April 2013 [Follow Through Letter April 2013](#)

HMIE Follow Through Report August 2013 [Follow Through August 2013](#)

Full Council report March 2013 [Full Council Report March 2013](#)

Education, Children and Families Committee Report May 2013 [EC&F Committee Castlebrae Report May 2013](#)

## Castlebrae Community High School – Progress Report

### 1. Background

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- 1.1 This report summarises the improvements for learners attending Castlebrae High School. In June 2013, HMIE returned to the school to undertake a follow through inspection. From their report, and from officers' evaluations of outcomes for learners in a range of areas, it was clear that pupils attending Castlebrae Community High School received an educational experience which was unsatisfactory.
- 1.2 The school roll at Castlebrae had declined over a number of years and in August 2013 was 130 pupils. Only 8 pupils were in S1 and 17 in S2 in August 2013. There are 11 pupils in S1 and 20 pupils in S2 as at end of November with an overall school roll of 138 pupils.
- 1.3 The Working Group, which was formed in June 2013, prioritised improving outcomes for learners in 2013/14, improving parental and community engagement and improving the school roll. In addition, the working group identified that in order to increase parental confidence, it was important to give consideration to arrangements for a new secondary school, anticipated to be required in 2020 and to ensure that in the interim period before the new school opened, that improving the quality of education remained a priority.
- 1.4 The working group invited a range of experts to inform both improvements in the short term and also to inform options over the longer term. The experts were as follows:
  - Keir Bloomer, former Chief Executive of Clackmannanshire Council and author of the report Vision for School Reform
  - Ross Martin, Centre for Public Policy, CEO
  - Brian McAlinden, former Headteacher of Castlemilk High School
  - Lindsey Watt, Head Teacher of Castlevie Primary School

- Dr Rowena Arshad, Head of School, Moray House
- Dr Terry Wrigley, Visiting Professor at Manchester Metropolitan University
- Philip Denning, HMIE

1.5 The report from the experts is contained in Appendix 1 and has informed aspects of this report.

## 2. Main report

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### Improvements in Performance 2013/14

2.1 The seconded Head Teacher of Castlebrae Community High School took up post on 4 June 2013. Following the HMIE inspection in June 2013, an action plan was developed by the school and quality improvement officers for session 2013/14.

2.1.1 The school action plan (Appendix 2) covers the following areas:

- Improving attainment
- Improving learning and teaching
- Improving the curriculum
- Improving behaviour management and school ethos
- Improving communication with parents and the wider community and improving the school image
- Improving working effectively with Cluster Primary schools
- Improving the physical environment

2.1.2 The Cluster action plan (Appendix 3) covers the following areas:

- Develop a programme of collaborative curriculum development across the Cluster
- Develop assessment and moderation activities across the Cluster
- Develop effective transition activities focused on literacy and numeracy
- Develop a range of Cluster events
- Develop a Cluster approach to residential experiences for learners

- Establish a range of out of school clubs and activities based at CCHS
  - All cluster primary schools to promote CCHS through parental engagement.
- 2.1.3 In addition to the school and cluster action plan, there has been a refresh of staff at Castlebrae Community High School. The teaching staffing complement in August 2013 is 25FTE, seven of whom are new members of staff. The refresh opportunities will continue until December 2013. A seconded Depute Head Teacher took up post in October 2013.
- 2.1.4 The Head Teacher has been leading consultation with pupils and staff on the school vision. This consultation will continue to include parents and the wider community and the finalised vision statement for Castlebrae Community High School is expected to be agreed by December 2013. On 8 November 2013, staff attended a 1 day leadership event which allowed the staff to be fully involved in discussing improvements within the school. The Quality Improvement Officer supported by staff from the Outdoor Learning Unit managed the school on this day to allow this to take place.
- 2.1.5 Attainment analysis of SQA performance has taken place between the Head Teacher and individual curriculum leaders. Targets for improvement have been agreed. The Head Teacher has analysed the attainment of all pupils through standardised assessments in literacy and numeracy and these have been shared with staff to support teachers in ensuring effective pace and challenge in learning. Improvements in attainment are monitored in a number of ways. Each year, Head Teachers meet with their Quality Improvement Officer to discuss attainment, focusing on their school's performance against similar schools, trends over time following the attainment of cohorts of pupils from when they started secondary school. These meetings result in an attainment report for each school and improvement targets are also agreed at these meetings. Head Teachers also work together in small groups sharing their attainment performance and sharing practices which have led to improvements.
- 2.1.6 To improve learning and teaching, professional learning communities have been established across the school. Through these forums, staff focus on particular aspects of practice. A programme of sharing classroom experience involving the senior management team in observing learning and teaching is in place across the school. This has allowed for the identification of areas within learning and teaching approaches which require further improvement.
- 2.1.7 All pupils in Castlebrae Community High School have been provided with an ipad. These are used to support learning both at school and at home. All parents attended the school to receive their child's ipad. The Head Teacher and the new Depute Head Teacher have expertise in this area and introduced 1:1 devices in their previous school. A range of voluntary Continuing



Professional Development activities for staff in using ICT have been arranged and have been attended by over 90% of staff.

- 2.1.8 Behaviour has improved across the school. Staff indicate that there is a calmer working environment both in class and at social times. The senior management team have a strong presence around the school. The introduction of restorative approaches to managing behaviour are being modelled by the senior management team.
- 2.1.9 The Student Council has been re-established. Pupils have been regularly consulted on the changes being made in the school. The Children's Commissioner for Scotland worked with senior students on 11 November to develop their role as leaders within the school. Teams of students as digital leaders have been created to work with other students in the school and with cluster primaries on using ipads in learning. Pupil voice is now a key area being taken forward by classroom teachers and curriculum leaders.
- 2.1.10 The re-formed Parent Council has a new constitution and an increased number of parent representatives. Currently 4 parents attend the Parent Council. The balance of community representatives will be reduced as parental representation improves as suggested by the community representatives attending the Parent Council. Chairs of Parent Councils in Cluster primary schools have been invited to attend the Castlebrae Parent Council meetings.
- 2.1.11 The school web-site has been upgraded and provides high quality information for parents and the community. Good use is made of social media through Twitter and Facebook. The school logo has been updated in consultation with pupils. The school has had a range of positive media coverage in the Evening News and Times Educational Supplement Scotland. Posters have been displayed on neighbourhood partnership noticeboards promoting learning at the school with the mission statement "Your school, your future".
- 2.1.12 Work on the main school building has begun the majority of which is expected to be completed by December 2013. This includes work to bring together classrooms to create a sense of a school community for pupils, the upgrading of the main entrance area and the upgrading of the Family Centre to ensure it meets the requirements of the Care Inspectorate. There are new school signs and wire fencing has been removed. Edinburgh College will work with students on a certificate course in landscaping. The 1<sup>st</sup> Scots battalion have also offered to upgrade landscaping in various areas of the school.
- 2.1.13 Within the curriculum, all students receive their entitlement to the broad, general education S1-S3. All students are appropriately coursed within the senior phase S4-S6.
- 2.1.14 There is now an increased level of provision for out of school learning opportunities. 'Sounds like Friday', a Youth Music initiative has been introduced and is offered to all pupils in the Cluster on Friday afternoons based at

Castlebrae Community High School. Other extra curricular opportunities currently offered include Maths club, Football, Drama club. There are further plans to develop increased sporting opportunities.

- 2.1.15 Within the Cluster, a range of curricular activities have been agreed and a range of events are planned to promote increased collaboration and sense of community across the cluster schools. All Primary 7 pupils will receive an ipad which will be managed and supported by the High School. The Head Teacher and senior management team have attended primary parent evenings and will attend specific parental meetings with primary 7 parents with regard to the issuing of ipads to those pupils.
- 2.1.16 At its meeting on 30 May 2013, the Council requested a further report to the Education Children and Families Committee outlining how occupancy targets would be achieved in light of the decision to keep Castlebrae Community High School open. As indicated elsewhere in this report, increasing the roll of Castlebrae Community High School is an essential component of improving the learning experience. The improved cluster relationships described in the report are designed to achieve a higher level of catchment enrolment in the short to medium term and the proposed management and delivery changes will, if approved, further enhance the long term level of intake from the feeder primaries. Committee should also note the projected increase in the secondary cohort throughout the city, which will require a new secondary school in Craigmillar in 2020 as the capacity of neighbouring secondary schools to take out of catchment placing requests declines.
- 2.1.17 Parental engagement is a key priority for the school. In addition to parents' evenings, all parents have attended the school to receive their child's ipad. Communications sent to parents from the Head Teacher has seen an increase in the number of parents attending the Parent Council. Parents are encouraged to work more closely with the school through sharing in their child's learning made more accessible through the use of ipads, following news about the school through newsletters, the upgraded web-site, twitter and facebook.
- 2.1.18 A communication plan has been developed (Appendix 5). This focuses on building on the positive work of the school and of the wider community activities and uses a range of media. A cluster calendar is being produced which will inform the communications plan. Key messages from the work being undertaken on wider parental and community engagement will be a focus for on-going communications.

## **Parental and Community Engagement**

- 2.2.1 A sub-group of the Working Group including community representatives, has met to take forward work on more effective parental and community engagement. The summary of their work is included in Appendix 4.

2.2.2 This summary outlines 9 key action points as follows:

- Create a vision statement for the school that is shared by all
- Identify key mechanisms within the community for two way dialogue/communication and who will be involved
- Create a plan for the management of the school to get to know the community
- Open the doors of the school to community interest eg. Sport, Art and Culture
- Widen parental involvement
- Establish data sets to measure impact
- Create a community/family hub in the school
- Share stories, communicate
- Establish methods of review.

2.2.3 The Head Teacher, CLD Senior member of staff and key community representatives have developed a shared action plan to take the above recommendations forward (Appendix 6).

2.2.4 There has been an increase in the provision of adult education classes with an additional 4 classes offered from October 2013.

2.2.5 Initiatives involving Creative Arts and Learning has seen the introduction of the Youth Music initiative, Sounds like Friday, while the Sports and Outdoors Unit continue to provide a range of activities through the full-time Active Schools Coordinator.

2.2.6 A series of planned community engagements are being developed in consultation with community representatives of the working group, led by the Children Services Management Group coordinator and the Senior CLD worker. This work will be carried out in consultation with the Total East Neighbourhood's plans for community engagement activities.

### **Longer term measures to support school improvement – 2014 – 2020 and Options for the new school in 2020**

2.3.1 In order to sustain improvements in the period from 2014 until a new school is built which is currently anticipated to be in 2020, the following areas require to be addressed:

- Future leadership of the school
- Continuing to improve the quality of the educational experience including academic achievement.
- Developing further strategies to increase parental confidence in the school to achieve an increased school roll leading to a sustainable school
- Practices in the delivery of education which develop more coherence from early years to primary, from primary to secondary and from secondary to a positive destination.
- The effective delivery of a senior phase of education which builds on the success of the current vocational education delivered at Castlebrae and consideration of how this can be developed to provide a city wide provision for the East of the city.
- The integration of support for children and families through a Total Castlebrae approach, building on the work of the East Neighbourhood Partnership's Total East approach.

2.3.2 **Effective leadership** is crucial to sustaining school improvements and improving the school roll. The secondment of the current Head Teacher will continue in session 2014/15 to maintain the pace of improvements. During session 2014/15, there will be a follow through visit from HMIE. A permanent Head Teacher with responsibility for the Castlebrae Learning Community will be appointed by August 2015.

2.3.3 The Castlebrae Learning Community includes the secondary school and the Cluster primary schools and it is the intention that from August 2015, there will be one strategic leader of all of these schools providing greater coherence in learning 3-18. Over time, further consideration will be given to broadening the learning community to include other early years establishments.

2.3.4 Building on best practice in transition and reflecting the recommendations of the experts, we propose to offer an existing primary Head Teacher from the Castlebrae cluster the opportunity to work with the secondary school to improve continuity of the learning across the transition stages P5-S3. This primary Head Teacher would retain their substantive post of Head Teacher and have additional responsibility for the S1-S3 delivery of the broad general education. They would also work across cluster primary schools to consolidate and embed best practice in cluster developments. This opportunity would be in place from April 2014 in order to support transition of the current P7 pupils.

This would help us deliver recommendations from the experts' report:

“There is an urgent need to create a coherent experience for children and young people throughout the entire period of schooling. However, the initial emphasis would be on the period from the end of P5 through to the end of S3”. (Experts’ Report, page 30)

“In effect, effective cluster co-ordination and new curricular arrangements would put in place a kind of virtual all-through or middle school. Pupils from the primary schools would spend time using the facilities of the high school. Staff movement across the P7-S1 boundary would be facilitated. The strengths of both primary and secondary school arrangements would be used to enhance the quality of the educational experience of all young people”. (Experts’ Report, page 30)

### 2.3.5 Leadership at Castlebrae Community High School

June 2013 Secondment of experienced Secondary Head Teacher

April 2014 Secondment of experienced Secondary Head Teacher continues and in addition Primary Head Teacher appointed with additional responsibilities for S1-S3 and cluster transition

August 2015 Permanent Head Teacher appointed of the Castlebrae Learning Community (Ref 2.3.2 and 2.3.3)

2.3.6 In continuing to support improvements to the quality of the educational experience, including improvements in attainment, our regular school improvement practices of an annual improvement plan, an annual standards and quality report, support and challenge provided by Quality Improvement, additional support in identified areas, further engagement and support from HMIE will continue to be in place.

2.3.7 Increasing parental confidence in the school will continue to be a key area of development in order to secure a sustainable school roll moving forward. This will require the Head Teacher to engage with the parents across learning establishments in early years and primary schools as well as working closely with the parent body of Castlebrae Community High School. The Head Teacher will also require to be a leader within the wider community and to position the school as a school serving its community.

2.3.8 To develop practices which deliver more coherence across stages of transition, work begun in session 2013/14, will require to be embedded. A particular focus will be to work across the P5-S3 stages with more specialist teaching in the

upper stages of primary school and a reduction in the number of teachers delivering in early secondary particularly in S1. Cluster curriculum delivery requires to be agreed and embedded rather than negotiated on an annual basis.

- 2.3.9 The creation of an East of Edinburgh hub at Castlebrae Community High School to deliver the Senior Phase of Curriculum for Excellence provides opportunities for both Castlebrae students and students from other schools to access current provision and new provision delivered in partnership with Edinburgh College and Queen Margaret University. The school will seek to build on the current high quality educational experiences in areas of vocational learning, expanding these to include JET Plus and other courses leading to employment through the Edinburgh Guarantee. It will also work to develop Science links with the Bio Quarter and Universities in order to develop the ambition of Castlebrae to become a city wide centre of excellence in Science when the new school is built.
- 2.3.10 Building on the successful work of the Total Craigroyston model in the North of the city, consideration should be given to introducing a Total Castlebrae model which would integrate the work of a range of services aimed at improving outcomes for both young people and their families. This would provide increased capacity for the school to engage with the wider community and with a range of services which support young people and their families. Further information on the Total Craigroyston approach is in Appendix 5.

### **Options for the new school 2020**

2.3.11 Following the work of a sub-group of the Castlebrae Working Group, 5 options for the new school are proposed. The options below have been informed by the recommendations of the experts who gave evidence to the working group on possible future models for the new secondary school in Craigmillar. (Appendix 1 for experts report pages 27-29).(Appendix 7 for details of Castlebrae Working Group and sub-groups)

- Option 1: Status Quo
- Option 2: The creation of a middle and upper school within existing structures
- Option 3: The creation of an all through school
- Option 4: The creation of a 3-18 learning community campus
- Option 5: Specialist provision contained within one of the above options.

### **2.3.12 Option 1: Status Quo**

The sub-group recommend that continuation of the status quo is not an option as it does not take advantage of the opportunities a new building presents in terms of improving the coherence of the educational experience for children and their families.

#### **2.3.13 Option 2: The creation of a middle and upper school within existing structures**

This model was proposed by the group of experts in the report presented to the working group by Keir Bloomer. The main benefit of this model is to help to smooth transitions from primary to secondary in line with the broad, general education of Curriculum for Excellence together with a carefully designed senior phase with a focus on qualifications and positive destinations. This model would not require statutory consultation.

#### **2.3.14 Option 3: The creation of an All Through School**

This option will require statutory consultation in order to create a combined primary and secondary 3-18 all through model with one Head Teacher. An example of this is currently in place at Auchterarder in Perth and Kinross. This model would include Castlebrae Community High School and Castlevie Primary School. This option would work well for these 2 schools at present given their co-location however this would not be the case for the new school location. This model also excludes Niddrie Mill, Newcraighall and Prestonfield primary schools which would continue to link to the Secondary Castlebrae provision within a 3-18 school.

#### **2.3.15 Option 4: The creation of a 3-18 Learning Community Campus.**

This model would have a Head Teacher in charge of both Castlebrae Community High School and its cluster primary schools. This would provide coherence across learning 3-18 and provide an identified learning community in Craigmillar. There would be improved support for children and their families and improved engagement with parents and the wider community. Further consideration will be given to expanding the Castlebrae Learning Community to include the range of Early Years provision in Craigmillar. The sub-group recommend this option together with Option 5 below

#### **2.3.16 Option 5: This option proposes the addition of further specialist provision to be contained within one of the above options.**

The sub-group recommend that a city wide centre of excellence for Science is offered in the new school due to the close geographical proximity to the Bio Quarter and the Royal Infirmary. This would attract pupils from both the wider Craigmillar area and offer a specialist Science provision for senior pupils across the city. This proposal also recognises the planned increase in housing linked to the Royal Infirmary and the Bio Quarter and the opportunity to attract parents from new housing to choose Castlebrae, increasing the school roll.

This option would provide an academic balance to the school curriculum and would be offered in addition to the existing vocational provision which is a key strength of the school.

- 2.3.17 Children and Families continue to work with PARC regarding the site and size of the proposed new secondary school for Craigmillar as part of the process to review and update the Craigmillar Town Centre masterplan and have recently shared with PARC the possibility of a specialist facility within the new school.

## Conclusions

- Castlebrae Community High School over a short period of time has demonstrated initial school improvements and has clear plans in place to continue to make improvements in the quality of educational provision.
- Initial work on parental and community engagement provide a platform for a series of further engagements with the community on the role of the school in its community.
- Consideration has been given to different models of school when a new secondary school is built in Craigmillar.
- Longer term areas delivering sustained improvements have been identified and will be incorporated into a longer term action plan.
- During the period from 2014 until the new school is built in 2020, there are a range of planned changes and improvements which both deliver the recommendations from the experts report and take forward the recommendations of the working group on models for the new school.

## 3. Recommendations

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The Education, Children and Families Committee is requested to:

- 3.1 Note the contents of this report
- 3.2 Note the progress of strategies within the school to deliver a high quality educational experience for learners (Ref 2.1.1)
- 3.3 Note the progress in parental and community engagement.
- 3.4 Approve the introduction of a revised management structure to deliver a Castlebrae Learning Community by August 2015 and the appointment of a permanent Head Teacher by August 2015. (Ref 2.3.2, 2.3.4, 2.3.5 & 2.3.15)



- 3.5 Approve the development of an East of Edinburgh Hub to deliver the Senior Phase including the development of a partnership with the Bio Quarter and Universities (Ref 2.3.9 & Ref 2.3.16)
- 3.6 Agree to receive a further progress report in March 2014

## Gillian Tee

Director of Children and Families

## Links

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<b>Coalition pledges</b>	P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
<b>Council outcomes</b>	CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3. Our children and young people in need, or with a disability, have improved life chances CO9. Edinburgh residents are able to access job opportunities
<b>Single Outcome Agreement</b>	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	<ol style="list-style-type: none"> <li>1 Castlebrae Experts Report</li> <li>2 Castlebrae Community High School Action Plan 2013/14</li> <li>3 Castlebrae Community High School Cluster Action Plan 2013/14</li> <li>4 Parental and Community Engagement Summary and ActionPlan</li> <li>5 Total Craigroyston Summary</li> <li>6 Castlebrae Communications Plan</li> <li>7 Working Group Memberships, memberships of Sub-Groups, Meeting Dates</li> </ol>

## Creating a future for Castlebrae

### Recommendations of the Expert Panel

#### Introduction

After a period of formal consultation, the City of Edinburgh Council decided in March 2013 not to close Castlebrae High School. It was recognised, however, both by the council and the community that active steps would need to be taken to give the school a chance of a successful future. Accordingly, a working group was set up consisting of councillors, council officers, community representatives and others to consider the school's future and make recommendations to the Education, Children and Families Committee in December 2013.

To assist the working group, a panel of 'experts' was asked to give evidence and make suggestions to the working group. The experts offered in addition to meet together and see if it would be possible for them to produce a paper setting out an agreed view or, at least, a list of issues that they considered would need to be considered. This suggestion was accepted by the Chair of the working group, Councillor Fullerton, and the present paper is the result.

The membership of the 'expert panel' was as follows:

Rowena Arshad

Keir Bloomer

Ross Martin

Brian McAlinden

Lindsey Watt

Terry Wrigley

Evidence was also given to the working group by Phil Denning HMI but, in view of his position, he was not regarded as a member of the panel.

Unlike other members of the panel, Lindsey Watt is employed by the council and has a substantive post as a headteacher in the Craigmillar area.

Therefore, although she has played a full part in the panel's discussions, the group felt it was inappropriate to invite her to put her name to this paper.

What follows, therefore, sets out the views of the five remaining panel members. These views are unanimous except where it is indicated to the contrary.

## **Background**

The council produced extensive background and other information in connection with the statutory consultation earlier in the year. It is not our intention to cover this ground again. What follows is, therefore, a summary of what seem to us to be the most significant points.

1 Castlebrae High School has been in decline for a significant period of time. At the beginning of the 2012/13 session, the roll was 196. During the session, following announcement of a proposed date for the school's closure, it fell by a further 15% with only 165 pupils remaining by June 2013.

2 The decline in numbers has continued. 9 pupils were enrolled into S1 at the beginning of the current session but the number has subsequently fallen to 8. Unless, effective action is taken to increase numbers, the total roll may fall to 60 or even less over the next five years. This is not a viable size for an urban secondary school.

3 The current intake of 8 means that over 90% of families living in the catchment area have chosen not to use the local school. It is therefore difficult at present for Castlebrae to claim it is genuinely a community high school.

4 In recent years, the school's examination performance has been exceptionally poor. At a recent meeting of the working group, the acting headteacher produced alarming statistics demonstrating a rapid increase in the percentage of pupils entering the school with low levels of literacy. The percentage of pupils in various years whose reading standards fall in the poorest 20% of the population has increased from 50% in the case of the 6<sup>th</sup> year that left in June to 90% in the present 1<sup>st</sup> year intake. Thus, although there are measures that can be taken to boost attainment, the school will have to work hard even to maintain the poor standards of recent years.

5 All the evidence, including that of the recent inspection, indicates important inconsistencies and weaknesses in the quality of the education offered. Although the school has some relative strengths to build upon, overall its performance is poor. We consider that the main problem is not – as has from time to time been suggested – a *mistakenly* negative perception in the community. That negative perception is a reflection of the real situation: the key problem is the reality, not the perception. It is essential, therefore, that substantial and rapid improvement takes place, alongside a transformation of the ways in which the school presents itself to the community.

6 The educational problems the school faces are compounded by the condition of the building. The environment is desperately depressing. Efforts to recruit pupils are seriously hampered by the uninviting nature of the school premises.

As a panel we have considered very carefully the implications of these dire circumstances. We believe that there is much that can be done to improve the quality of pupils' education and to boost the school's chances of raising its standing in the local community, thus potentially increasing the roll next year and beyond. Indeed, many significant steps have already been taken. However, so great are the problems that the school faces that we do not consider a standard School Improvement Plan is enough. More radical

measures must also be adopted if the school is to have a chance of a secure future.

Accordingly, this paper ranges widely, setting out suggestions in three sections. The first deals with improvements of a kind that have proved beneficial in many schools. We believe that the measures we suggest, if pursued energetically, will bring about significant progress. The second focuses on the particular difficulties of schools in challenging circumstances and on the specifics of Castlebrae's situation. Finally we propose some specific structural changes which go beyond what has been done in other schools but which we consider are made essential by the uniquely serious problems that confront Castlebrae. Our paper as a whole relates both to improvements within the school and to steps that can be taken to involve parents and the wider community.

### **Improvements within the school**

Castlebrae Community HS needs to improve its performance in relation to:

- attainment and achievement,
- attendance,
- positive leaver destinations, and
- engagement with parents and the wider community of Craigmillar.

This view was also expressed in the recent follow-through report on the school by HMle.

In relation to planning for improvement the status quo is not an option and so Castlebrae Community HS must change the way it addresses the improvement agenda. Real improvement must come primarily within the school itself. Castlebrae Community High needs to attract more pupils to move from their associated primaries at the transition stage. This will involve

parents and their children seeing the school as an improved and attractive option in terms of the physical, social and academic environment to learn in.

So where to start this improvement journey?

Experience, and a substantial international literature on school improvement, tells us that successful schools and teams within school need to have a clear direction of travel or *vision*. The starting point of transforming Castlebrae Community HS is to have a clear vision that everyone connected with the school acknowledges and buys into (pupils, parents, staff, wider community and City of Edinburgh Council). Castlebrae Community High pupils have been used to being challenged and achieving success whilst at the local associated primaries and so it should be a natural progression for this to happen as they move to the cluster high school.

To bring about sustainable school improvement also requires the school to consider its *culture* as well as bringing about changes in organisation, structures, roles and responsibilities and continuous professional development. Understanding the school's culture is an essential prerequisite for any major improvement at Castlebrae Community High. The real essence of this school's culture needs to be people's belief, values and norms that will influence how they react to necessary change and improvement. Thus important areas identified for improvement need to be explained to, understood, embraced and demonstrated by everyone involved in order to allow change to be successful. The onus of such culture change must be role-modeled by those in power, namely the headteacher and senior management of the school.

The role of *leadership* - at all levels - in relation to the 'improved' school culture is central to the success of this improvement journey. It has been said that possibly "the only thing of real importance that leaders do is to create and manage the culture". This applies to also leading learning in *every* teaching area at Castlebrae Community High. There should also be opportunities for pupils at every stage to take on leadership roles and be given quality experiences to support them in this issue.

According to the report produced after the recent visit to the school carried out by Education Scotland, approaches to self-evaluation and planning for improvement are not yet consistently strong nor effective enough to impact on the quality of young people's learning. So Castlebrae Community High needs to:

- develop a much clearer focus on learning with an emphasis on continuous improvement
- review any existing quality assurance calendar and audit document to make self-evaluation regular, rigorous, robust and consistent across all areas of the school's work
- provide appropriate and proportionate high quality support for **all** staff on which self-evaluation tools to use and how to use them to bring about improvements in learning and teaching
- have in place robust systems to monitor and track pupil progress from the transition at P7 all the way through to S6
- set itself challenging and realistic targets each year for measurable improvement in attendance, attainment, achievement and positive leaver destinations
- introduce a coherent professional development programme (or develop an existing one) for all staff that focuses on learning and teaching
- make use of the leaflet (Raising Attainment) produced by the Scottish Government and issued to every teacher in Scotland with their copy of GTCS newsletter in March 2011. Staff could use this leaflet in a

planned collegiate way to challenge their thinking and influence their current practice.

A key driver in improving learning and teaching is pupil attendance. The attendance figures for Castlebrae Community High indicate significant number of days lost for learning. Several schools with similar catchment profiles to Castlebrae Community High have successfully improved pupil attendance with a positive impact on learning and achievement. They display a number of common features for improving attendance:

- a strong lead from the Head Teacher on attendance
- clear roles and responsibilities for staff at all levels
- robust monitoring and tracking the attendance of every pupil with appropriate follow up action as a matter of urgency
- an appropriate curriculum (with academic and vocational strands) and learning and teaching approaches that challenge and support pupils of all abilities to be the best they can be
- collaborative work with parents and other agencies to seek out ways to ensure pupils attend every day.

This year Castlebrae Community High, with significant support, has improved their positive leaver destination figures, though it is acknowledged that many of these are placements rather than courses or employment. It is vital for the school community that this trend continues and that the school is seen by the wider community to help tackle a culture of worklessness through a variety of measures. Again other schools serving areas of tough realities have been successful year on year in improving their positive leaver destination figures. Such schools have given a strong lead on the importance that their pupils are supported in the transition from school to the next stage of their life. They have worked collaboratively with external partners to ensure rigorous monitoring and tracking is in place. In addition they have sought out links with



employers and businesses to ensure that pupils are prepared for the world of work or further education/training.

In summary, Castlebrae Community High needs to embrace critical self-evaluation to bring about any improvement. It has to become “just the way we do things around here” and not be seen as an addition to people’s workload. Making improvements in attainment, achievement, attendance, learning and teaching, positive leaver destinations, engagement with and involvement of parents and the community of Craigmillar is not a quick fix. This continuous improvement agenda will take a number of years. It is a journey and not a destination. The local primary schools are very successful schools and so it would help Castlebrae Community High to work in collaboration with and learn alongside staffs who are demonstrably meeting the needs of Craigmillar’s younger people.

Thus as the school strives to bring about transformational change, leadership will be of paramount importance. The issue of overall leadership will be covered in a later section of this report.

### **School, parents and the community**

High schools in neighbourhoods of disadvantage are often the losers in education systems where parental choice operates. Even if learning and progress in these schools is just as strong, parents often assume that schools in more affluent suburbs are better, and even seem to believe that ‘nothing good can happen in a place like this’.

This issue has been particularly exacerbated in Craigmillar. The planned regeneration, bringing a larger and more mixed population, slowed down due to the recession, and the promised new school was deferred. Castlebrae Community High School has been under repeated threats of closure, and parents appear to have lost faith in its continued existence. This affected the morale of many teachers and undermined staff development initiatives. . There is a need for a support structure that acts as a bridge and resource for pupils, parents and communities so that the teachers can concentrate on the pedagogical aspects of their work. The building has been allowed to

deteriorate. It is not only poorly located; its appearance is a deterrent to potential pupils and parents. It is important to acknowledge this context in planning the way ahead.

General lessons can be learned about the processes of improvement from other schools, well represented in the theories of international experts. These include the need for staff and community to have a shared vision, effective leadership, high expectations, and a focus on teaching and learning. These principles are important but are not enough in more challenging situations; besides, they are general principles which have to be reinterpreted for each social context.

Bringing up a family in conditions of poverty is a tough challenge and the pressures have been increased by a discourse of denigration from media and some politicians. This has an impact on people's sense of identity and on their expectations for the future. It easily leads to *low self-esteem* (a sense of shame, limited value or ability) and *futility or fatalism* (the sense that nothing can get better, plans will be thwarted, life is full of disappointments). Both of these undermine education.

*Raising expectations* in this situation requires creativity and persistence, a relentless quality of hope. The dynamics of relationship between school and community are critical. Teachers easily generalise from awareness of problem families to stereotype the entire community, assuming a 'lack of aspirations'. Some, even many, children are *at risk*. They need an education which enables them to become the best they can be.

Situations like this place considerable demands, sometimes contradictory ones:

- the school needs an ethos of care and empathy balanced with challenge and rigour;
- the curriculum needs to connect with children's experiences, but extend those experiences and provide the knowledge and critical skills which all young people are entitled to;

- basic skills including literacy need strengthening but in ways which are engaging and respect pupils' ages and interests;
- every opportunity needs to be taken for developing confidence, within the curriculum and across the life of the school;
- the sense of failure and futility which has become endemic to many individuals and families needs to be countered through frequent opportunities to display success, including learning which results in products, presentations and performances (one reason for the success and satisfaction of practical and creative subjects), and frequent involvement of parents as an audience;
- the school building needs to be welcoming and to signal respect for the diversity of pupils, their families and the community.

In summary, the school needs to be connected with the wider community, but must also itself be a learning community - a *home for learning* and for young people's personal and social development. Structurally, this involves providing greater coherence and continuity for S1-3 pupils than in the standard secondary school, though parents need assurance that their children will proceed to high-status qualifications. (It is well established that behaviour and achievement typically deteriorate on entry to secondary school, including a fourfold increase in exclusions from P7 to S1.)

In the particular situation of Castlebrae / Craigmillar, the need to regain the engagement of parents and prospective pupils suggests the following:

- a) The local primary schools have become beacons of success, and demonstrate that excellent learning happens in this neighbourhood. This could be a great asset in improving the secondary phase.
- b) The high school will continue to have a concentration of young people from troubled families. This, as well as the need to build confidence and extend opportunities, can place heavy demands on teachers and distract

from issues of teaching and learning. Guidance staff and the management team should be assisted and complemented by other kinds of staff with strong links to the local community. The school needs to engage in activities such as transition and holiday programmes, award ceremonies and literacy events, early morning breakfast and fitness activities, providing one-to-one interview practice and assistance in writing application letters, liaison with employers and colleges.

- c) Events should be organised without delay, and through the school year, to bring P6-7 pupils to the high school, as well as quality educational activities for pupils and parents to take part in together. This should not be seen as the responsibility of the school alone.
- d) Craigmillar's hidden assets, including extended family members and newcomers to the area, need to be mobilised in support of young people and their learning. Voluntary help will strengthen study support, and community organisations extend learning (dance, drama, local events, sports clubs, churches, businesses etc.). Where possible, parents and grandparents should be involved in the school and classroom. Involvement of volunteer pupils in producing a community newspaper and website would not only motivate and improve literacy, but would help promote the school. The diversity of the communities in Craigmillar needs to be factored into all of the above.
- e) The City of Edinburgh has a rich reservoir of intellect and culture which needs to be channeled towards the school. Its pupils, and adult learning, need to benefit from e.g. the annual science festival, the storytelling centre, the ERI, the universities. Moray House has offered to assist and can work with staff to develop a strong relationship. including aiding teacher research and curriculum development, and arranging for students to assist with literacy in schools and pre-school centres and working with and across communities.
- f) Problems that become critical at the secondary phase cannot be divorced from other stages of life, including early and adult learning. Early intervention around literacy have to be sufficient to prevent any children

reaching high school with inadequate skills. Parents may need guidance in how to help their children, or opportunities to share ideas and borrow toys and books. Adult learning provides economic benefits and sets an example to the young. Community groups and council officials should collaborate to map the changing population, its complex needs, and the range of educational and cultural facilities.

These proposals are important in themselves, but are also designed to send out strong signals that Craigmillar's high school is a good place to learn. There could be merit in symbolizing the change through a new name or a brighter dress code. In any event, it is essential that pupils, parents and the whole community are kept informed of developments and involved in the discussion. At this critical juncture, casting further doubts over the school's future must be avoided.

### **Structural proposals**

It is important to stress that the structural changes we suggest are responses to problems of discontinuity that we believe affect Scottish education as a whole. We are not proposing for Castlebrae anything that we do not think would improve Scottish education generally. If our suggestions are adopted, Castlebrae will not be an isolated experiment but a model for other schools across Scotland over the next few years.

Education in Scotland suffers from discontinuity. Transitions, especially that from primary to secondary schooling, are not well managed. Often it is shortly after moving school that many young people begin to disengage from education. This is particularly evident in disadvantaged areas. It is for these reasons that Curriculum for Excellence was designed to cover the whole age range and offer a coherent experience from pre-school through to the end of secondary and beyond.

In our view, developing such a coherent experience for the children and young people of Craigmillar would do much to encourage motivation, improve learning and raise standards. Our main suggestion, therefore, involves

decisive steps to reshape education in Craigmillar so that it progresses from stage to stage in a way that is continuous but gradual and supportive.

Two models of new structures that would fulfil these objectives were presented to the working group at its recent meetings. One involved the creation of a middle and an upper school and the other the establishment of an all-through school. While these models might seem very different, in reality they are variants on a common theme. Both lay emphasis on seeing the school experience as a coherent entity from 3 to 18. They thus have implications for education in the cluster as a whole.

However, a formal merger between the high school and one or more primary schools could not take place without a period of formal statutory consultation of much the same type as took place in 2012/13. We are persuaded that it would not be in anybody's interest to enter a second consultation in the immediate future. Formal consultation would only spread further uncertainty among the local population. Therefore, we propose that practical measures that do *not* require formal consultation are used to bring about fundamental change in the way that education in Craigmillar is organised. If, as we believe, these measures (in tandem with the recommendations put forward earlier in this paper) bring about significant improvement, it will be open to the council to consult on making the formal institutional changes at a later date.

If formal consultation is to be avoided, the council cannot at this stage amalgamate schools, change locations, alter the stages taught in a school or introduce new structures. It could, however, put a headteacher in charge of more than one school. It can certainly put in place planning mechanisms that will ensure continuity in curriculum and organisation. There is no reason why pupils should not spend some part of the week in other schools. Thus primary pupils could use the facilities of the high school and gain access to specialist subject expertise, probably in a team teaching context with the primary teacher.

It is suggested, therefore, that the curriculum for the Castlebrae cluster needs to be planned as a whole. This could involve giving a single headteacher

oversight of the whole pupil experience or it could be done on a collaborative basis. Either way, the key point has to be the development of a process of seamless transition from stage to stage. Pupils should not be conscious of an abrupt move from primary to secondary education and families should not see the end of P7 as an opportunity to opt out of the local educational provision in Craigmillar. Given the success of the local primary schools, a local primary headteacher should have a central role in planning this process.

There is a view, strongly held by at least one members of our group but not universally agreed by us, that one of the local primary headteachers should be appointed also as head of the secondary school as soon as possible. In support of this proposal, it would help to win back the confidence of a significant number of parents. It would also facilitate staff development and transition arrangements, at least between the schools with the shared headship. The counter argument is that it is more important to secure coherence across the whole cluster and that dealing with the two primary schools in different ways could have deleterious effects. This line of argument implies that the more useful course of action would be to appoint one of the primary headteachers as cluster co-ordinator (or even manager) with powers to bring about the necessary measure of joint planning and a seamless transition for all.

There is, however, unanimous agreement that the organisation of the cluster as a whole should be reshaped to promote several developments which will support young people's learning:

- i. A more coherent curriculum from pre-school to S6
- ii. Partnership in the senior phase
- iii. Learning through the lifespan.

### *Planning a more coherent curriculum from pre-school to S6*

There is an urgent need to create a coherent experience for children and young people throughout the entire period of schooling. However, the initial emphasis would be on the period from the end of P5 through to the end of S3.

The aim would be to develop a curriculum that progressed smoothly from the largely unified structure of the primary school to the varied pathways available in the senior phase. Young people should not move abruptly (as at present) from having a single class teacher for most of the week in P7 to dealing with a wide range of different subject teachers in S1. The aim should be to increase access to specialist facilities and teaching in the upper primary at the same time as radically reducing the fragmentation of the curriculum in the early secondary years.

In effect, effective cluster co-ordination and new curricular arrangements would put in place a kind of virtual all-through or middle school. Pupils from the primary schools would spend time using the facilities of the high school. Staff movement across the P7-S1 boundary would be facilitated. The strengths of both primary and secondary school arrangements would be used to enhance the quality of the educational experience of all young people.

### *Partnership in the senior phase*

Curriculum for Excellence makes possible much more flexible arrangements during the senior phase of schooling. However, small schools are not best placed to take advantage of the new possibilities. All schools are, therefore, becoming increasingly interested in forming partnerships with other schools, colleges, universities, businesses, community organisations and others.

We suggest that Castlebrae's geographical position and abundance of space gives it the opportunity to develop as the hub of such partnerships. It would be possible to develop an approach to sharing minority subject provision, for example, among the secondary schools in the eastern part of the city. This



could be combined with the development of specialist courses aimed at offering wider access to further and higher education. There could be considerable merit in managing this aspect of the school's work jointly in collaboration with Edinburgh College and one or more universities. An input from employers would also be very helpful.

A key purpose would be to alter the perception of Castlebrae and, indeed, the wider Craigmillar community by bringing learners in from other areas of the city rather than, as at present, Craigmillar sending young people to be educated elsewhere.

### *Learning through life*

The coherence and continuity between primary and secondary education should be viewed as part of a more extensive and diffuse process of learning and development, involving a variety of agencies and providers. This includes strengthening support for parents, including children's play and reading; positive destinations; post-school and adult learning; local arts and leisure groups. Adult learning and adult education helps change attitudes and parents' capacity to assist their children. The primary/secondary headteacher would be in a strong position to engage with these various agencies, including participation in some kind of community forum to map and develop local facilities.

### **Conclusion**

The panel does not believe that there is any easy or 'quick-fix' solution to the problems of a school in such dire straits as Castlebrae High. However, it considers that the suggestions put forward in this paper offer a reasonable prospect of turning its fortunes around.

Success is dependent on sustained commitment from the council. It cannot shirk the high costs involved in maintaining a school with a very small roll nor those of creating an attractive learning environment out of the decayed premises in which the school currently operates. Strong leadership is an absolute pre-requisite. It is important that long-term arrangements are put in

place as soon as possible. Pupils and the wider community have to be given a sense of being valued.

There is an imperative need to increase the size of the roll. This cannot take place before August 2014 and is completely dependent on greater numbers of local families transferring their children from the cluster primaries to the local secondary. We refer here to Castleview and Niddrie Mill primaries – we consider that Newcraighall and Prestonfield are effectively no longer part of the cluster. At least until the reputation of Castlebrae is transformed – a process that is likely to take anything up to a decade – it will be important to try to prevent families seeing the end of P7 as the obvious point at which to opt out of local provision and send their young people to secondary schools in other neighbourhoods. This in turn is dependent on successfully promoting the idea that education is continuous from P1 through secondary school and that a high quality experience is available in Craigmillar throughout the entire period.

We believe that the young people of Craigmillar deserve no less. We wish success to all who are involved in this difficult undertaking.

Rowena Arshad

Keir Bloomer

Ross Martin

Brian McAlinden

Terry Wrigley

20.9.13

**CASTLEBRAE COMMUNITY HIGH SCHOOL**

**INTEGRATED ACTION PLAN**

**SESSION 2013-14**

## Context

This action plan has been developed in response to the current situation at Castlebrae of low educational outcomes, a significantly small school roll and a lack of engagement with parents and wider community.

It aims to bring together high level actions to improve outcomes in the following areas:

- School
  - Attainment
  - Learning and teaching
  - Quality of the curriculum
  - Meeting learners' needs
  - Positive ethos
  - Self-evaluation and leadership
  - Effective cluster working
  
- Quality of the learning environment/school building
- Improve the School Roll
- Improve engagement with the parent body and wider community

- Improve adult use of the building including adult education.

Discussions are concurrently taking place with staff responsible for regeneration of Craigmillar and more details of regeneration activities will be included in the committee report which will be discussed at the December committee meeting of the Education, Children and Families Committee.

	<b>PROJECT</b>	<b>RESPONSIBLE</b>	<b>KEY TASKS</b>	<b>BY WHEN</b>	<b>PROGRESS</b>	<b>STATUS</b>
1	Attainment	Derek Curran	<ul style="list-style-type: none"> <li>• Improve outcomes for lowest Attaining 20%, LAC students and Young Carers</li> <li>• increase positive destinations</li> <li>• Improve attendance and further reduce exclusions</li> <li>• Improve outcomes in literacy, numeracy and H&amp;WB</li> </ul>	June 2014		
2	Improve the quality of learning and teaching	Derek Curran	<ul style="list-style-type: none"> <li>• Evaluate assessment and moderation processes to support CfE in S1-3.</li> <li>• Begin 1:1 technologies program with all students</li> </ul>	Oct 2013 Sept 2013	All pupils and staff will have a 1:1 device by mid September	

			<ul style="list-style-type: none"> <li>• Improve active learning including higher order thinking</li> <li>• Re-establish teacher learning communities involving all staff</li> </ul>	<p>June 2014</p> <p>Oct 2013</p>		
3	Improve the quality of the curriculum	Derek Curran	<ul style="list-style-type: none"> <li>• Review the S1-S3 curriculum New S2/3 structure to be ready for 2013</li> <li>• Establish coherent interdisciplinary experiences S1-S3</li> <li>• Review curriculum for S4-6, developing the senior phase</li> <li>• Continue to develop range of achievement opportunities S1-S6</li> </ul>	<p>June 2013</p> <p>Nov 2013</p> <p>June 2013</p> <p>Nov 2013</p>	<p>New S1-S3 curriculum structure in place for session 2013-14.</p> <p>Senior Phase S4-S6 timetabled as a coherent cohort in session 2013-14</p>	
4	Improve meeting learners' needs	Derek Curran	<ul style="list-style-type: none"> <li>• Fully implement Literacy SRA programme for pupils with additional needs</li> <li>• Further embed Getting it Right partnership working</li> <li>• Introduce a nurture group for S1 pupils</li> <li>• Track progress of looked after young people and carers</li> <li>• Investigate Total East pilot to support children and their families</li> </ul>	<p>Sept 2013</p> <p>On-going</p> <p>Sept 2013</p> <p>On-going</p> <p>Oct 2013</p>		

5	Improve the school ethos	Derek Curran	<ul style="list-style-type: none"> <li>• Develop a student council Involve pupils in school developments</li> <li>• Upgrade the school web-site</li> <li>• Improve communications with parents</li> <li>• Continue to develop range of achievement opportunities on offer</li> <li>• Track participation in extra curricular and achievement opportunities to ensure all pupils benefit from these</li> <li>• Plan a programme of residential experiences including experiences abroad</li> </ul>	Sept 2013	<p>Pupils involved in school improvements and in consultation on school logo</p> <p>School web-site currently being developed.</p>	
				On-going		
				Sept 2013		
				On-going		
				On-going		
				Oct 2013		
Nov 2013						

6	Improve self-evaluation	Derek Curran	<ul style="list-style-type: none"> <li>• Deliver leadership training for all staff</li> <li>• Build leadership capacity of curriculum leaders</li> <li>• Introduce robust quality assurance systems across learning and teaching, curriculum and meeting learners' needs.</li> </ul>	<p>Nov 2013</p> <p>On-going</p> <p>On-going</p>	<p>Leadership event 8 Nov for all staff.</p> <p>Curriculum Leaders meetings established weekly.</p>	
7	Improve Cluster working	Derek Curran	<ul style="list-style-type: none"> <li>• Develop a Cluster transition plan with curricular and wider achievement opportunities from P5 onwards</li> <li>• Develop a Cluster curriculum plan in specific areas of literacy and numeracy focusing on progression and coherence across transition</li> <li>• Plan a series of Cluster events involving parents and the wider community</li> </ul>	<p>Sept 2013</p> <p>Sept 2013</p> <p>Sept/Oct 2013</p>	<p>Cluster planning day early Sept</p>	



8	Improve the school building	Derek Curran/ Karen Prophet	<ul style="list-style-type: none"> <li>• Improvements to the front of the school</li> <li>• One main entrance</li> <li>• Improve display areas</li> <li>• Develop parent/community waiting area</li> <li>• Develop signage for Castlebrae and new school on main road</li> <li>• Create a 'heart of the school' ethos through relocation of some subject areas</li> <li>• Improve facilities for meetings</li> </ul>	<p>Oct 2013</p> <p>Oct 2013</p> <p>Oct 2013</p> <p>Oct 2013</p> <p>Sept 2013</p> <p>Oct 2013</p>	<p>Work on track to be completed by October.</p> <p>Work on track for October</p> <p>Redesign of area underway</p> <p>Work on track for October</p> <p>Work on track for October</p>	
9	Improve the school roll	Derek Curran/ Karen Prophet	<ul style="list-style-type: none"> <li>• Improvements to the building, Signage as detailed above</li> <li>• Develop a communications plan to promote the school in the community</li> <li>• Plan series of meetings to meet parents of primary pupils</li> <li>• Consult with parents who chose not to send their children to Castlebrae</li> </ul>	<p>Oct 2013</p> <p>Sept 2013</p> <p>Sept 2013</p> <p>Sept 2013</p>	<p>Letters to be sent by early September– returns analysed by end of September</p>	

10	Improve engagement with parents and the wider community	Derek Curran/ Karen Prophet/ David Bruce	<ul style="list-style-type: none"> <li>• Create business partnership</li> <li>• Plan series of engagement activities with parents, community and voluntary organisations</li> <li>• Develop joint school and community calendar</li> <li>• Improve profile of the school and engagement of parents through web-site, social media and newsletters</li> </ul>	Nov 2013 Nov 2013 Sept 2013 On-going	School calendar completed	
11	Improve adult use of the building including adult education	Derek Curran/ David Bruce	<ul style="list-style-type: none"> <li>• Investigate with Edinburgh Leisure an area approach to programming including the use of sport facilities at Castlebrae</li> <li>• CLD learning link project and CCHS to explore relocation of activity in the school</li> <li>• Create an Adult Education forum involving partners</li> <li>• Review the Family Centre to enhance existing practice.</li> <li>• Create an arts organisations network within the community to maximise opportunities.</li> </ul>	Sept 2013 Sept 2013 Oct 2013 Nov 2013 Nov 2013		

## 5. Cluster Improvement Plan

<b>Priority 1 – Cluster curriculum implementation</b>	<b>Overall Responsibility</b> Cluster HTs	<b>QIs</b> 1.1.2.1, 5.1, 5.3, 5.9
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Outcome

Plan assessment, moderation and reporting of agreed curriculum areas.

Plan a range of cluster collaborative activities to promote CCHS as the local secondary school.

Impact

Young people will identify with the CCHS cluster and will experience smooth transitions within the cluster.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Evaluate progress from last year and identify good practice	Cluster HTs	Meeting time Staff feedback Analysis of reports	June 2013	Secondary ML staff will work with primary schools throughout 2013-14 according to capacity and demand.

<p>Agree assessment and moderation activities for Social Studies.</p>	<p>Cluster HTs</p>	<p>Meeting time Assessment and moderation funding January in service day</p>	<p>September 2013 January 2014 March 2014</p>	<p>Outcome 0-14,1-14,2-14,3-14 which focuses on mapping skills was identified. All cluster schools will ensure that this outcome is covered before January. Individual schools will moderate at stage level on 6 January and will agree which pieces of learners' evidence to forward to the cluster working party. The cluster working party will comprise one rep from each school and will meet by March 2014.</p>
<p>Agree assessment and moderation activities for Science.</p>	<p>Cluster HTs</p>	<p>Meeting time Assessment and moderation funding January in service day</p>	<p>September 2013 January 2014 March 2014</p>	<p>Jill Pringle will identify outcomes for each year group and level to complete. Time will be spent on 6 January to discuss the outcomes across the levels. Further details to be clarified at the cluster HT meeting in October.</p>
<p>Agree assessment and moderation activities for Technologies.</p>	<p>Cluster HTs Nominated staff</p>	<p>Meeting time Assessment and moderation funding January in service day</p>	<p>September 2013 January 2014 March 2014</p>	<p>Staff attended cluster CPD event in September 2013. Identified schools will take forward strands: Niddrie Mill and CCHS will focus on FTT, Greengables and Moffat will focus on Eco, Newcraighall and CCHS to focus on IT, Castleview and CCHS to focus on CDT. Staff will then share their</p>

				understanding of the standard across the cluster. <b>These details are still to be confirmed.</b>
Transition activities in literacy and numeracy to be confirmed.	Cluster HTs	Class time Meeting time of required	January 2014 May 2014	Agreed piece/s of writing will be completed in each primary school and forwarded to the secondary school at transition P7 to S1. The primary teacher and the secondary teacher will both mark the pieces and moderate the standard.  All cluster schools will continue to use the maths/numeracy tracking database. Further activities and challenges will be developed as part of a more extensive approach to collaborative working within the cluster.
Comprehensive programme of collaborative cross sectoral curricular activities to take place.	Cluster HTs	Planning time Travel time Transport costs Resources	Sept – May May – June Jan-April Sept – June Nov-Jan	<ul style="list-style-type: none"> <li>• Art Attack for P4/5: Anne P, Anne Archer</li> <li>• Maths Times tables for P5: Mark, Alan Murphy</li> <li>• Ready Steady Cook for P6: Jan, Sheila B</li> <li>• All About Music for P7: Greg, Anne Archer</li> <li>• English/Social Studies/Drama/IT for P5: research aspect of Scotland eg heritage trail, record film or present</li> </ul>

				drama: Mariann Cortes
Cluster Book Festival to take place	HT Newcraighall	Planning time	Nov 2013	Programme already finalised. Event to take place in the library in November. Further communications to be shared t cluster HT meeting in October.
Cluster P5 ceilidh to be planned	HT Castleview and/or St Frances	Planning time Practice time	TBC	Date to be agreed. Senior students from CCHS to assist. Venue to be agreed.
Poosie Nancie competition organised by the Burns club to take place	HT Newcraighall	Planning time	Feb 2014	Jan to approach organisers to ascertain whether venue could be moved to CCHS.
Cluster Art exhibition to be planned	HT Niddrie Mill	Planning time Class time	June 2014	Date to be finalised. Venue will be CCHS. Theme will be mapping/maps/heritage trail. To link to developments in Music, for musical performance.
Primary Maths Challenge to be planned for P6	MCunningham	Planning time Cluster funding	Nov 2013	Date to be finalised. Challenges to be set by CCHS and P6 staff. Mark to collate. Prizes etc to be agreed – perhaps a trophy for a cluster awards ceremony at end of session??

		Transport costs		
iPad project to be rolled out to P7.	MCunningham	Planning time Training time Funding from KP	Oct 2013 Dec 2013 April 2013	Bid for iPads for P7 submitted, yet to be agreed. Training for P7 staff to be offered. Digital leaders from CCHS to be buddies for P7 pupils. P7 pupils to be buddies for P1-3. Training to be offered for parents. Ipads to be integral to transition activities eg P7 profiles, P7 music lessons supported by CCHS.
Cluster residential experience to be planned	Cluster HTs HT Castleview	Planning time Funding Staff time out of school	May 2014	Year 1 to be one day, building up to overnight experience. Venue to be sourced and costed. Numbers to be finalised. Programme and engagement of parents to be considered.
Future cluster activities to be planned for session 2014-15	Cluster HTs	Cluster HT meetings Planning day	Jan 2014 Mar 2014	Extraordinary planning meeting to be considered for January 2014. Activities to be considered for future include: <ul style="list-style-type: none"> <li>• Sports events</li> <li>• Careers Fair</li> <li>• Forest schools/woodland festival</li> <li>• C Factor</li> <li>• Dragons den, mini Apprentice</li> </ul>

A range of cluster after school clubs to be established to take place at CCHS.	Cluster HTs	Cluster HT meetings Active schools coordinator Outside agencies Funding and grants	October 2013	<ul style="list-style-type: none"> <li>• Bike club (Martin MacAuley, Derek)</li> <li>• Dance club (Alana, Sharon)</li> <li>• JASS</li> <li>• Digital leaders</li> </ul>
Parental engagement across the cluster to be promoted by all cluster schools	Cluster HTs	Parents evenings Training events Community events	Oct 2013 Dec 2013 Mar 2013	Derek to attend primary parents evenings, parents in all cluster centres to be invited to training events eg for iPads, animation. CCHS to be focus for Parent Councils.



**Community and Parental / Family Engagement**

Castlebrae High School should continue to build on the Community's strengths and focus on improving the well being of the entire community. To make this happen, the school management team should act on community input and work in partnership with a wide variety of community organisations.

In a thriving and sustainable community school, community stakeholders help develop the vision of the school and oversee its implementation.

Shared ownership with the community paves the way for joint accountability and success.

Schools can't do it alone.

Community engagement is a "two way street" where the school, families and the community activity work together creating networks of shared responsibility for pupil success. Community Engagement promotes community well being and that supports young people's development.

A community school is a place and a set of partnerships between the school and other community resources.

Castlebrae High School aims to build enduring relationships among service providers, pupils, families, volunteers and community partners.

Community Engagement is not easy. It requires effort, resource and energy.

## Six Keys to Community Engagement

1. Know where you are going.
  - What is the vision – Can that be co-created.
2. Share the Leadership.
  - Who in the community shares the vision?
  - What resources and expertise can be shared.
  - Who will lead what?
3. Reach Out.
  - Does the school know the community?
  - School needs to be visible in the community
  - Listen to what communities and families want. Respond and act honestly including saying no – make changes.
4. Don't ignore the elephants in rooms.
  - Acknowledge differences and diversity challenge assumption and establish facts.
  - Use Data.
5. Tell the schools story.
  - Use stories and data to engage community groups in conversation and identify what they can do to help.
  - Secure political support at all levels.

## 6. Stay on Course.

- Don't stray from direction of travel.
- Regularly review. Focus on long term sustainability.

### Why it Matters:

Families are children's first teachers and are their role models and motivators.

Research has shown that family involvement – Including factors such as parenting styles, family participation in learning activities and parental expectations are a more accurate predictor of pupil achievement than family income or socioeconomic status.

When families are involved in their children's education their children are more likely to continue their own education.

Children receive powerful messages from family – school relationships. When children view their parents as interested in what happens at school and see them positively involved with teachers then they are more likely to get on better with teachers.

At its simplest level when families are involved children are more likely to attend, attain and achieve.

It can be hard.

- What creates the barriers between home and school?
- Negative experiences for parents – feeling uncomfortable.
- Communication issues – Silent Voices.
- Skills of staff in school.

What makes it work?

- Know where we are going. Define the vision broaden the concept of parental involvement.

#### Share Leadership.

- Encourage family teacher – school relationships.
- Families have the experience of the child.
- Identify families with potential leaders.

#### Reach Out.

- Meet families where they are.
- Home visits – out with school time.
- Community Contacts.

#### Don't ignore the elephant in the room.

- Families are more inclined to get involved when they feel welcome.
- Don't assume school is welcoming.
- How do people feel about each other
- Challenge assumptions, smash myths.

#### Tell the schools Story.

- Connect/Participate in family Community Events.
- School staff visits out of school activities.

#### Stay on Course.

- Community Conversations.
- Survey, Focus Groups.
-

## **CONNECT, COLLABORATE AND CREATE**

### **9 Key Action Points**

#### **To improve Community Engagement and Parental/Family Involvement**

1. Create a vision statement for the school that is shared by all.
2. Identify key mechanisms within the community for two way dialogue/communication and who will be involved.
3. Create a plan for the management of the school to get to know the community.
4. Open the doors of the school to community interest e.g. Sport, Art and Culture.
5. Widen parental involvement.
6. Establish data sets.
7. Create a community/family hub in the school.
8. Share stories, communicate.
9. Establish methods of review.

### COMMUNITY & PARENTAL ENGAGEMENT – ACTION PLAN

	PROJECT	LEAD	KEY TASKS	BY	PROGRESS	STATUS
1.	Create a Vision Statement for the school that is shared by all	D Curran Com Reps	<ul style="list-style-type: none"> <li>• Consultation and engagement with staff, parents, pupils and wider community</li> <li>• Shared Vision Statement across community networks</li> </ul>	Jan 2014	Work with staff has begun	
2.	Establish key mechanisms within the community for two way dialogue	D Curran N Henderson /P James J Hunter Com Reps	<ul style="list-style-type: none"> <li>• Host a 'Community Conversation' about the plans for the school</li> <li>• School management to be invited to participate in work of Neighbourhood Partnership, CSMG, Total Neighbourhood</li> </ul>	Jan 2014      Ongoing	Planning meeting with partners Dec 2013	
3.	Create a plan for the school to get to know the community	D Curran Com Reps N Henderson	<ul style="list-style-type: none"> <li>• Staff and pupil 'walkabouts'</li> <li>• Community based activities for pupils e.g. Kitchen Garden Project at</li> </ul>	Mar 2014		

		/P James	<ul style="list-style-type: none"> <li>Whitehouse Car park</li> <li>Staff 'Shadow Days' of community activity</li> <li>School to participate in planning and delivery of Craigmillar Festival 50<sup>th</sup> Anniversary</li> </ul>			
4.	Open the doors to school to community interests	D Curran L Lees/P James R Yellowlees Com Reps Com. Programme Manager	<ul style="list-style-type: none"> <li>Establish more After School Clubs</li> <li>Increase levels of community access for Adult Education, Family Learning, Sports and Arts, Youth Work</li> <li>School to develop outdoor learning opportunities</li> <li>School to host creative/arts workshop</li> <li>School to host creative/arts workspace – utilising space capacity in accommodation</li> <li>Host 2 community events in school</li> </ul>	Jan – Mar 2014 Mar 2014  June 2014  June 2014		

5.	Wider Parental Involvement	D Curran P James  Com Programme Manager	<ul style="list-style-type: none"> <li>• Develop a Breakfast Club with parental support</li> <li>• Provide parental curricular advice sessions</li> <li>• Initiate 3 parent, pupil, staff activities e.g. Themed Cooking Evenings, Sports Tournaments</li> <li>• Introduce a Parental Council Award at Annual Prize Giving</li> </ul>	Mar 2014  Mar 2014 Mar 2014  June 2014		
6.	Create a Family/Community space in the school	D Curran Com Programme Manager	<ul style="list-style-type: none"> <li>• Review the use of rooms and space in the school</li> <li>• Identify and reconfigure a place that people can go to for informal information, advice</li> </ul>	Jan – Mar 2014		



## Total Craigroyston

### Introduction

Total Craigroyston was established by the Edinburgh Partnership to “do what it takes “ to improve outcomes for children and families in the neighbourhood around Craigroyston Community High School

The working model consists of three strands ;

**Strengthening Universal Services** – working across health, early years, schools and post 16 providers to ensure that these services are providing effective access to all members of the community in a way that supports their overall wellbeing and development

**Supporting Families** - finding new ways to provide effective early years support to families, improving partnership working, finding new ways to target support to the right families, reducing the complexity of services, putting families at the heart of planning and finding ways to support change.

**Strengthening the Community** – using the assets in the community, working with local people to decide how things should be done, building on the ideas of co-production and community development

### Outcomes

A series of outcomes had been identified at the outset of the initiative-these included;

- Children come to school ready to learn
- Children achieve their educational potential

- Fewer children need to be excluded/fewer children truant
- Fewer children are involved in offending /repeat offending
- More school leavers go into education, employment and training
- Improve family support so fewer children need to be taken into care
- Improve outcomes for children in care

### **Short term improvements**

- Improved transition supports in place for P7 pupils entering S1 Headteachers report positive outcomes for pupils. Effective partnership working in place
- Effective supports now in place for vulnerable S1 learners resulting in young people settling well in High School
- Summer activities have been co-ordinated and a total of 97 activities were offered to local young people .These included two Play Out days whereabout 500 children were allowed to play in closed off streets
- Muirhouse Youth Development Group and Craigoyston Community High School Sports hub involving open access to sports facilities in the school
- Improved attainment at CCHS
- Improved literacy and numeracy levels at P7
- Fewer school exclusions
- CLD staff developed a programme of out of school activities including groups involving Lyceum Youth Theatre and Outdoor Learning team. In total 11 new activities were introduced including homework clubs. Teachers reporting positive outcomes for those participating in the homework clubs
- Creative work with locally based Theatre Company Lickety Split delivering opportunities for young children and their families to be actively involved in immersive theatre work resulting in increased confidence and social skills
- Exam results in Craigoyston CHS improved in August 2012 and were the best for 10 years
- Positive destinations have improved by 7.6%

- Supports for looked after and accommodated young people have improved
- New ways of working between housing and social work services have been developed improving communication and the ability to respond at an earlier stage

More detail of the work being undertaken within Total Craigroyston can be accessed at the following link  
[www.totalcraigroyston.co.uk](http://www.totalcraigroyston.co.uk)

## **Appendix 6**

### **Castlebrae Community High School**

#### **Communications Plan**

##### **Background**

Following the decision to keep Castlebrae Community High School open, a Working Group involving Elected Members, council officers and community representatives has been set up to work with a panel of experts to look at the future development of the school.

The school roll for 2013/14 remains low with only 9 students starting S1 and a sub-group has now been set up to identify ways of improving the school roll.

It's main aims are to raise the profile of the school locally, encouraging parents in associated primaries to make Castlebrae their secondary school of choice and address any fears that there is still a threat of closure for the school.

##### **Communications Objectives**

This plan aims to support the working group by identifying opportunities to promote the school. Experience from other secondary schools in the city is that one of the key factors in improving perceptions of a school is through strengthening links directly with the local primary schools so that children and parents can see for themselves what the school offers. This work will be led by the Head Teacher and his staff but this plan will aim to provide support in raising the profile of the school wider in the local community.

This plan also aims to ensure consistent positive messages about the school are promoted at every opportunity.

## **Key Messages**

A number of key messages should be developed for Castlebrae and reinforced in every communication that goes out.

- Castlebrae – at the heart of your community, your school, your future.
- Castlebrae – your local school
- Curricular /employability/ICT benefits (through poster campaign currently displayed within the community)

Positive publicity should be promoted for the range of Cluster and individual school activities as developed in the Cluster events calendar.

Similarly, positive publicity should be promoted for the range of Community activity as outlined in the Parental and Community Engagement action plan.

## **Audiences**

There are a number of audiences we need to target and face to face communications is by far the best way to reach our key audiences.

- Parents of local primary pupils (particularly P5 to P7)
- Primary pupils
- Community leaders/influencers
- Wider local community (e.g. to promote community facilities and adult education programme)
- Local Elected Members
- Local media (Evening News, Radio Forth, STV and Edinburgh Reporter)

## **Communications Tools**

There are a wide range of communications tools that can be used and it is suggested a clear brand is created for Castlebrae to ensure consistency and a high level of recognition and this should tie in with the new logo and website branding that has recently been created by the school.

One of the most important ways of raising the profile/changing any negative perceptions of the school will be through encouraging people to visit and use the school facilities. In addition to greater links between the school and its associated primaries, opportunities should be explored to promote and increase the community use of the school including Open Day events/taster sessions etc. In addition to printed and online communications, it is important that key influencers in the community can be identified who can speak positively about and act as ambassadors for the school. Face to face communications is likely to be the most effective way of raising the profile of the school locally.

Communications activities should be planned around key dates/events and should include:

- Identified media opportunities (e.g. ipads for every pupil photocall)
- Publication of key report (for example December report)
- Key school events (e.g. Open Day in run-up to registration letters going out)
- Local events (e.g. Gala Days)

## Communications Activity Plan

Communications Activity	Audience	Actions	When	Cost
<b>Face to Face</b>		(Derek Curran to identify range of opportunities for this section)		
Transition programme with primary pupils	Pupils			
Events for primary parents – open days etc	Parents			
Local community events (Craigmillar Gala Day, Summer Bash)	Local community	Castlebrae stand at local events – led by Parent Council/well known local faces	Programme to be identified	
<b>Print</b>				
Castlebrae School Newsletter	Parents in primary schools	Create a regular newsletter and circulate to primary as well as secondary parents (and put copies in key local venues?)	Termly	Additional print costs tbc

Primary School Newsletters	Parents in primary schools	Provide regular updates for primary school newsletters	Each newsletter – one update?	Nil
Posters	Local community	Develop design template that could be used to promote events at the school/adult education classes etc	Templates designed by end October and used throughout year	Print costs
Leaflets and flyers	Potential parents and wider local community	Create design template for leaflets and flyers that can be used on regular basis	Templates designed by end October and used throughout year	Print costs (and distribution if door to door required, for example adult education programmes?)
Pop up exhibition materials	Parents, local community	Portable exhibitions that are lightweight and can be taken to local venues /events in the area	Designed by October 2013 and used throughout	Approximately £100 per banner



			year	
Moving to Craigmillar information packs	New residents	Create information that developers could include in their existing sales packs (or leaflet/flyer?)	tbc	Nil
Neighbourhood Partnership Notice boards	Wider local community	Promote school and events	tbc	
Renew existing school signage	School and wider local community	Brand new signage with new school logo and key message about school at heart of local community	October 2013	
<b>Web</b>				
School website	Existing and potential parents and pupils, wider local community	Promote school's new website	w/c 2 Sept	Nil
Primary School & community group websites	Potential parents and pupils	Ensure prominent link to CCHS website is displayed on all primary school websites and community group websites in the local area	Sept 2013	Nil

Bright Futures (Children and Families Blog)	Wider public	Articles to coincide with key events	As and when required	Nil
Council website	Wider public	Press releases at key stages		Nil
<b>Social Media</b>				
Council newsblog/twitter/facebook	Wider public	Regular updates/key stages		Nil
East Neighbourhood twitter	Local community	Key stages (i.e. directing people to news releases, proactive publicity in media, school events)		Nil
School twitter account	Local community	Set up and promote to parents and wider local community  (Council, STV, Edinburgh Reporter all following)	Live w/c 2 Sept	
<b>Media</b>				
Press releases and placed features	Local community	Regular opportunities identified for promotion		
<b>Other</b>				

East Neighbourhood Notice Boards		To promote key messages and events		
East Neighbourhood Plasma Screens		To promote key messages and events		
Craigmillar Library exhibitions	Parents, Pupils, Local Community	To promote the school – e.g. art exhibition, recent activities by pupils etc		

## Appendix 7

### Castlebrae Community High School Working Groups

#### Engagement and Consultative Working Group

##### Membership:

Cathy Fullerton, Councillor  
Bill Cook, Councillor  
Denis Dixon, Councillor  
Melanie Main, Councillor  
Vicki Redpath, Councillor  
Frank Ross, Councillor  
Jason Rust, Councillor  
Susan Carr, Community Representative  
Terry Tweed, Community Representative  
Honor Flynn, Community Representative  
Susan Heron, Community Representative  
Kevin Finlay, Community Representative  
Derek Curran, Acting Head Teacher, Castlebrae CHS  
Gillian Tee, Director, Children and Families  
Mike Rosendale, Head of Schools & Community Services  
Karen Prophet, Senior Education Manager, Schools, Quality & Curriculum  
Grace Vickers, Quality Improvement Manager  
Jane Handley, Edinburgh College  
Martin Macaulay, East Neighbourhood Programme Manager

Meeting date	Attendees
Tuesday 18 June 2013 (10am to 1pm)	Core Group with input from Staff, Pupils and local Ward Members
Friday 28 June 2013 (10am to 1pm)	Core Group
Tuesday 13 August 2013 (10am to 1pm)	Core Group with experts Rowena Arshad Terry Wrigley
Wednesday 14 August 2013 (1pm to 4pm)	Core Group with experts

	Keir Bloomer Phil Denning
Tuesday 27 August 2013 (10am to 1pm)	Core Group with experts Ross Martin
Thursday 29 August 2013 (1pm to 4pm)	Core Group with experts Brian MacAlinden Lindsey Watt
Wednesday 9 October 2013 12.00 – 1.45pm	Core Group
Thursday 10 October 2013	Sub Group Improvements in Performance
Wednesday 16 October 2013	Sub Group Parental and Community Engagement
Thursday 17 October 2013	Sub Group Options for new school
Monday 21 October 2013	Sub Group Improvements in Performance
Tuesday 22 October 2013	Sub Group Options for new school
Wednesday 6 November 2013 (4 – 6 pm)	Core Group
Monday 18 November 2013	Sub Group Parental and Community Engagement
Tuesday 26 November 2013 4 – 6 pm	Core Group

### **Sub Groups**

#### **Improvements and Performance Sub Group**

Membership: Karen Prophet, Senior Education Manager (Schools, Quality & Curriculum)

Community Representatives

Head Teacher

### **Parental Community Engagement Sub Group**

Membership: David Bruce, Senior Education Manager (Community Services)  
Community Representatives  
Head Teacher

### **Options for New School 2020 Sub Group**

Membership: Grace Vickers, Quality Improvement Manager  
Community Representatives