

Education Children and Families Committee

10am, Tuesday, 9 December 2014

Castlebrae Community High School Progress Report

Item number	7.10
Report number	
Executive/routine	Executive
Wards	Ward 17 - Portobello/Craigmillar

Executive summary

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.

The Education, Children and Families Committee on 4 March 2014 considered a progress report on Castlebrae Community High School improvements following the outcomes of the Castlebrae Working Group which included representation from elected members, the community, parents, officers, including the Head Teacher of Castlebrae Community High School, Edinburgh College and EIS.

This report provides a further update on progress within the school and the Castlebrae Learning Community.

Links

Coalition pledges	P5 , P7
Council outcomes	CO2 , CO3 , CO9
Single Outcome Agreement	SO3

Castlebrae Community High School Progress Report

Recommendations

- 1.1 The Education, Children and Families Committee is requested to:
 - 1.1.1 Note the contents of this report.
 - 1.1.2 Note the progress of strategies within the school which aim to deliver a high quality educational experience for learners.
 - 1.1.3 Note the progress in management arrangements within the Castlebrae Learning Community which were implemented in August 2014.
 - 1.1.4 Agree to receive a further progress report in October 2015.

Background

- 2.1 This report provides an update on the improvements for learners attending Castlebrae High School.
- 2.2 The current school roll at Castlebrae Community High School on 14 November 2014 was 125. There is an increase in the S1 school roll with 26 pupils enrolling in August 2014, however school leavers from larger year groups in S4, S5 and S6 mean that the overall school roll is smaller than last session.
- 2.3 The report taken to the Education, Children and Families committee in March 2014 outlined proposals for revised management arrangements to support transition from primary to secondary which have been implemented.
- 2.4 The school continue to work closely with the quality improvement team to ensure that improvements for learners continue to be made.

Improvements in Performance 2013-14

- 3.1 The previously 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. In August 2014 a new Head Teacher and Depute Head Teacher were seconded together with the new post which was created to co-ordinate the work of the cluster and the Broad General Education, the current Head Teacher of Castleview primary has now taken up post for two days per week to carry out this role.
- 3.2 The school action plan identified 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
- 3.3 The Cluster action plan identified 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.

Staffing

- 3.4 There continues to be a refresh of staff at Castlebrae Community High School. The teaching staffing complement in August 2014 was 24.53FTE. Refresh opportunities have continued with a number of staff seconded to other schools for a term for their own professional development. In August 2014 a new Head

Teacher and Depute Head Teacher were seconded to work in Castlebrae Community High School.

- 3.5 In August 2014, the Primary Head Teacher of Castlevue Primary School took up this new post working closely with the newly seconded Head Teacher of Castlebrae Community High School. She has additional responsibility for S1-S3 ensuring that the broad, general education is delivered within a nurturing environment, with high quality learning and teaching and raised expectations.
- 3.6 In December 2013, the Castlebrae Progress report to the Education, Children and Families Committee agreed the following timeline in respect of the leadership arrangements for Castlebrae Community High School:

June 2013: Secondment of experienced Secondary Head Teacher

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

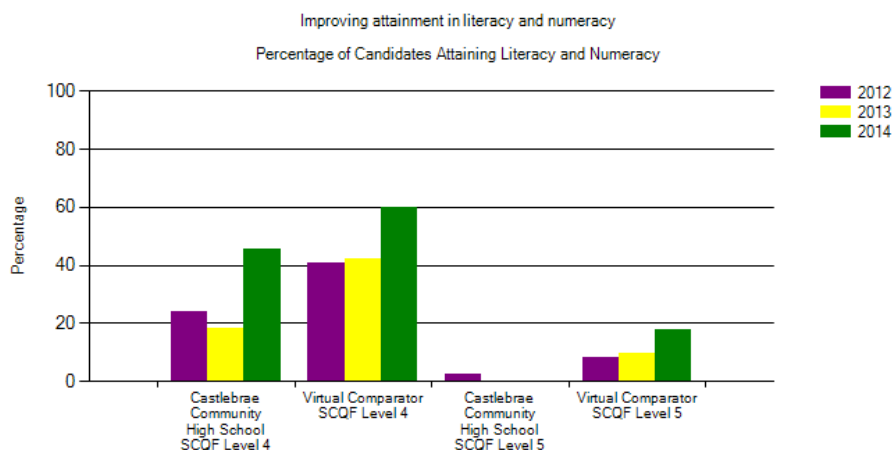
August 2015: Permanent Head Teacher appointed of the Castlebrae Learning Community (Ref 2.3.2 and 2.3.3)

Improving Attainment and Achievement

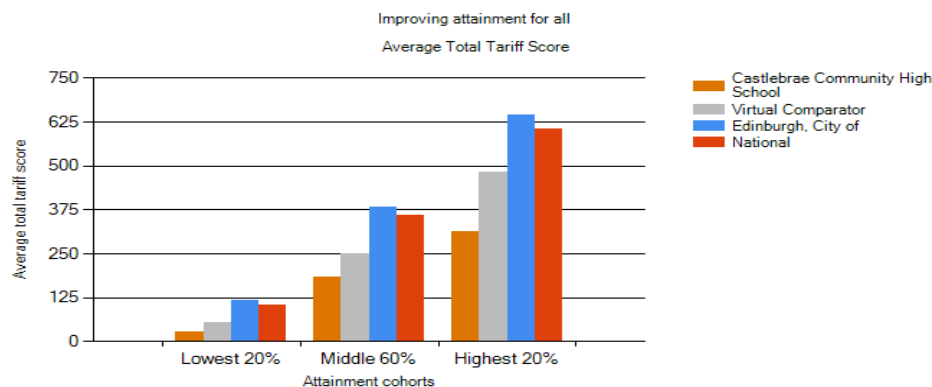
- 3.7 Standardised Test Scores show a positive trend in terms of added value in session 2013-14:

Year	S1 Learners Mean Standardised Age Score			S2 Learners Mean Standardised Age Score			Change (+ or -)		
	10-11	11-12	12-13	11-12	12-13	13-14	11-12	12-13	13-14
Literacy / English - Reading	87.7	83.0	88.1	85.6	82.1	94.6	-	-	+
Mathematics / Numeracy	82.5	77.6	85.8	83.6	83.1	86.4	+	+	+

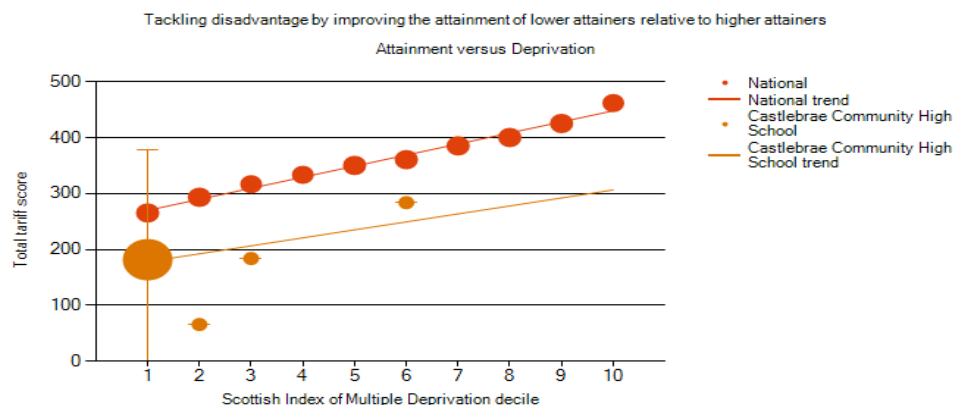
3.8 In S4 Examinations, the percentage of candidates attaining literacy and numeracy at level 4 has improved but continues to remain below the comparator and national average at all levels



3.9 The average total tariff score of pupils in S4 continues to be below the virtual, City of Edinburgh and National levels:



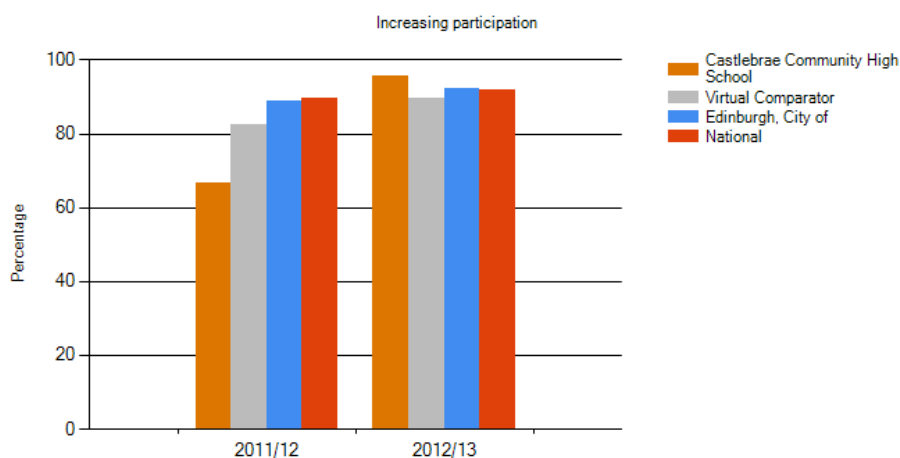
3.10 Castlebrae is below the national trend for attainment versus deprivation. It is important to note that Castlebrae has a significantly larger distribution of pupils within SIMD 1:



3.11 S5 examination results in 2014 show an improvement of 8% in the number of pupils gaining 5 or more at level 4 by the end of S5. However, overall S5

attainment in 2014 has fallen significantly overall when compared with attainment in 2013. S6 Examination results show an improvement across five indicators: 12% improvement in the number of pupils gaining an English qualification at level 3; 2% improvement in the number of pupils gaining a Maths qualification at level 3; an 8% improvement in the number of pupils gaining English and Maths qualifications at level 3; 2% improvement in the number of pupils gaining five or more awards at level 5; and a 5% improvement in the number of pupils gaining 1 or more Highers by the end of S6, and 4 other measures. Attainment in expressive arts, technologies and physical education continues to remain relatively strong in national examinations although in 2014 there are fewer presentations at level 6 in S5.

- 3.12 Young people continue to perform well in a range of Skills for Work courses, National Progression Awards and National Certificates. Strong performances in Intermediate 2 Hairdressing, Retail and Creative Industries, Intermediate 1 Construction, Engineering, and Early Education and Childcare. The school has extended the range of vocational courses and 16 + choices to better meet the needs of a number of young people including: ASDAN; SQA Employability awards; Headstart; First Aid; and British Safety Council awards. As a result, more young people are developing the necessary skills to help them into employment, training or college.
- 3.13 The school, working closely with a range of partners, including SDS coach and the full-time CLD worker have established programmes and activities which enable young people to gain important skills for life, learning and work. Programmes such as the six week Community Challenge Construction for a group of S4 non-attenders have had a very positive impact on the future employability and life skills of these young people. All now either attend college, have employment or an activity agreement. As a result of the revised approaches to 16+ choices the number of young people leaving school to enter a positive destination has significantly improved from 92% to 94.6% which is 3.6% above the City of Edinburgh average. For positive destinations, Castlebrae is also above the virtual comparator and the national average in session 2012/13:



Improving Attendance and reducing exclusions

- 3.14 Attendance continues to remain below national and comparator averages at 88%. The table below outlines the attendance percentages for each year group are shown below for last session:

	ATTENDANCE						
	S1	S2	S3	S4	S5	S6	TOTAL
2011/12	87.3%	85.5%	80.9%	87.7%	85.5%	91.4%	85.6%
2012/13	91.5%	87.2%	85.8%	87.3%	87.3%	85.8%	87.7%
2013/14	85.7%	90.9%	83.7%	88.3%	89.6%	86.7%	87.6%
to date Sept'14	89.4%	94.4%	89.6%	83.8%	92.0%	81.5%	88.6%

- 3.15 A target of 93% has been agreed for session 2014-15 in order to bring attendance in line with the average for secondary schools in the City of Edinburgh. The school is implementing an Attendance Improvement Strategy to address this which is a necessary step to improving outcomes for young people.

Exclusions

- 3.16 When comparing exclusion incidents from 2012/13 and 2013/14 with 2011/12 there has been a significant reduction in the number of exclusions:

	Incidents
2011/12	155
2012/13	35
2013/14	50
to date Sept'14	8

Increasing the School Roll

- 3.17 The current school roll at Castlebrae Community High School taken on 14 November 2014 was 125 compared with 138 pupils in December 2014. There is an increase in the S1 school roll with 26 pupils enrolling in August 2014, however school leavers from larger year groups in S4, S5 and S6 mean that the overall school roll is smaller than last session.

Improving the Curriculum to provide a clear strategic management of the curriculum across the Cluster from P5 – S3

- 3.18 In session 2013/14, the school recognised the need to re-instate curricular links with associated primary schools within the context of Curriculum for Excellence and a successful transition programme was implemented. This has had a positive impact on the cluster and the school should continue to build on these important cluster links. The curriculum has been revised and a new S1-3 and S4-6 programme has been implemented.

- 3.19 The school has taken a creative approach to Broad General Education but faces significant barriers to implementing the full entitlements of the broad general education due to the small roll and the wide range of additional needs of learners. This will remain a key priority for session 2014/15 and the school will now revisit their plans for the senior phase in order to implement courses which will lead to improved outcomes for young people; in particular in Maths, Science, Modern Languages and Religious Education. Plans need to include a range of differentiated pathways to build on prior learning and achievements and meet the needs of all young people. The new Head Teacher has already initiated work with the Duke of Edinburgh programme, Active Schools and Skillforce to provide tailor-made programmes for young people.
- 3.20 Interdisciplinary learning continues to be developed with a few strong examples including the Nairn Challenge which gives young people an insight into the world of production, marketing and sales and to apply their literacy, numeracy and health & wellbeing skills in a relevant and interesting context rooted in a business within the local community.
- 3.21 Partnership working remains strong and the full-time CLD worker continues to provide a crucial link with a range of key partners who work within and outwith the school to support a number of disengaged learners to reconnect with education and training. This role is proving to be a successful bridging link between the school and the wider community to the benefit of the young people and has had a significant impact on improving positive destinations. Partners continue to demonstrate high levels of commitment to improving the life chances of the young people.

Improving Learning and Teaching which is evaluated through direct observation, evaluation of key quality indicators and the views of pupils and parents.

- 3.22 The school vision was agreed in session 2013/14 after consultation with pupils, staff and parents.
- 3.23 To improve the quality of learning and teaching, the Castlebrae cluster started working in partnership with each other and in August 2014 a highly successful cluster launch took place at Castlebrae High School on 14 August 2014. During this session Keir Bloomer and Graeme Donaldson presented to staff. The cluster programme aims to upskill all teaching staff and provide learners with the highest quality of learning and teaching. In addition the Quality Improvement Manager has implemented the *10 Lesson Basics* programme in order to deliver a greater degree of consistency in the standard of learning and teaching across the school.
- 3.24 Professional learning communities of teaching staff continue to take place on a regular basis aimed at improving learning and teaching. The school is continuing to implement a robust programme of sharing classroom experience

including the senior management team observing the quality of learning and teaching in all classes.

- 3.25 During session 2013-14, all pupils in Castlebrae Community High School and each of the three cluster primary schools P7 pupils have been provided with an ipad. These are used to support learning both at school and at home. This has been a very positive experience for pupils, parents and staff and a range of voluntary Continuing Professional Development activities for staff in using ICT continues to be offered, attended by over 90% of staff and work is planned to further support parents. The school will now continue to work with the Digital Learning Team to enhance this initiative during session 2014/15.

Increasing the community activity within the school

- 3.26 There is an increased level of provision for out of school learning opportunities. The March 2014 report outlined the following initiatives: '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 is an apprentice sports development worker working in the school 1 day a week to promote rugby and the school has also introduced outdoor education in S1-3. There are further plans to develop increased sporting opportunities.
- 3.27 Within the Cluster last session, 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 were allocated an ipad which will be managed and supported by the High School.

The positive promotion of the school in its community results in increased parental and community engagement

- 3.28 The re-formed Parent Council has a new constitution. In session 2013/14 between two and four parents attended Parent Council meetings over the course of the year and at the Parent Council meeting this term there were four current and one former parent in attendance. Chairs of Parent Councils in Cluster primary schools were also invited to attend the Castlebrae Parent Council meetings. The school held a Curricular transition evening on 6 November for Parents and Carers. No Parents or Carers attended.

Improving the physical environment

- 3.29 Work on the main school building to bring together classrooms to create a sense of a school community for pupils is now complete. As outlined in the March 2014 report, the main entrance area has been upgraded and the Family Centre has been relocated back into Castlebrae Community High School following the upgrading of accommodation to meet the Care Inspectorate's recommendations.

The pupil toilets have now been upgraded and the painting to corridors in the main teaching block is now complete.

- 3.30 The plans for the additional accommodation, created through the movement of classrooms described above, to be used by community organisations and artists providing greater links between the work of these organisations and the school curriculum is now well progressed. The Friends of the Award (DofE) and the councils Green Team relocated into Castlebrae in July 2014. In addition the Council's Audio Visual and Technical Services departments also relocated into these spaces providing opportunities for cross collaboration and support for the establishment of Duke of Edinburgh in the school and to further vocational provision.

Future plans and the new school

- 3.31 A full update on the project to deliver a new secondary school in Craigmillar was provided in the report which was considered by Council on 25 September 2014. A site of approximately 4.2 hectares for the new school has been identified in the revised master plan for Craigmillar being located close to the town centre as required by the Local Plan. The school may ultimately need to have a capacity of 1,200 based on the level of future housing development which is expected in the area and the site size of 4.2 hectares was considered necessary to accommodate this potential requirement. The initial capacity to which the school should be built and the associated expansion strategy thereafter will have to be considered in greater detail nearer to the time when the project to deliver the new school will start.
- 3.32 There continues to be a working assumption of August 2020 as being the date when a new school would open this being by when, had the existing school been closed and demolished, there would have been insufficient spare capacity within the other secondary schools in the area to accommodate the pupils from the Castlebrae Community High School catchment area thus necessitating the delivery of the new school. However as the existing school will remain open, the secondary school capacity remains in the area and there will no longer be a potential future pressure on the secondary school estate within this timeframe to accommodate pupils from the Castlebrae Community High School catchment area. The timing of when a new school would require to open is therefore no longer determined by necessity from a school estate capacity perspective and will, in effect, now be entirely dictated by the availability of capital funding to deliver the new school.
- 3.33 The projected total cost for the new school is now £27.611m based on an assumed opening date of August 2020; a capacity of 700 (including 100 vocational) and with additional space incorporated to develop the ambition of Castlebrae to become a city wide centre of excellence in Science. This remains a

broad approximation and should be considered very much as an indicative figure only at this time. Whilst a proposed site has been identified for the new school, site specific factors and conditions *could* result in a higher cost. The capacity of the school and what community facilities are located therein will require to be reviewed nearer to the time of the project starting. This estimate also excludes the further cost of any expansion which would be required in subsequent years, some of which is anticipated would be met from developer contributions. Compared against the current provision within the Capital Investment Programme of £618,000 there is a funding deficit of £26.993m. A number of *potential* sources of funding have been identified however these are anticipated to generate funding of no more than £9m. As the majority of this funding would not be realised until after 2020 this leaves a requirement to identify further capital funding for the full remaining cost of around £27m to progress the new school to completion.

Conclusions

- 3.34 Castlebrae Community High School continues to demonstrate some initial school improvements but these have yet to deliver improved outcomes for learners. The school has clear plans in place to continue to make improvements which have a positive impact on improving the quality of learning and teaching which result in improved outcomes for learners.
- 3.35 The learning environment has improved for pupils through upgrading of accommodation within the school.
- 3.36 In August 2014, the revised management arrangements for the Castlebrae Learning Community were implemented with a newly seconded Head Teacher, Primary Head Teacher and Depute Head Teacher in post in order to achieve the recommendations from the Castlebrae Working Group which were agreed at the Education, Children and Families Committee in December 2013.

Measures of success

- 4.1 The measures of success outlined in the March report are as follows:
 - 4.1.1 Improved attainment and achievement
 - 4.1.2 Attendance is improved and exclusions are reduced
 - 4.1.3 The S1 school roll intake increases in session 2014/15
 - 4.1.4 There is a clear strategic management of the curriculum across the cluster from P5 – S3
 - 4.1.5 There is improved learning and teaching evaluated through direct observation, evaluation of key quality indicators and the views of pupils and parents.

- 4.1.6 There is an increase in community activity within the school
- 4.1.7 The positive promotion of the school in its community results in increased parental and community engagement.
- 4.1.8 Improved physical environment.

Financial impact

- 5.1 Additional funding has been provided to facilitate the improvement plan. This includes additional staffing, additional funding for physical improvements and the additional funding for the i-pad initiative. 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.
- 5.2 £118K was allocated to the school to support physical improvements to the school building and environment and a further £50K was allocated to the school to allow the toilets to be upgraded and smaller physical improvements. The overspend of £388K from session 2012/13 was removed from the school budget.
- 5.3 Additional funding of £60K was provided to deliver i-pads for all pupils at Castlebrae and the P7 stage of the cluster primary schools.
- 5.4 These additional resources have been contained within the Children and Families budget.
- 5.5 During session 2014/15, 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.

Risk, policy, compliance and governance impact

- 6.1 In accordance with the Council's approach to risk management, the following key risks should be considered:

	Key Risks	Mitigating Actions
6.1.1	The significant barriers to improving outcomes to learners	To monitor progress and receive a further committee report in October 2015
6.1.2	Equalities issues which may be identified through the Full equalities impact assessment	Complete assessment and identify mitigating actions

Equalities impact

- 7.1 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

- 8.1 There are no adverse impacts arising from this report.

Consultation and engagement

- 9.1 Drafts of this report have been shared with the School management team at Castlebrae Community High School prior to this committee meeting.

Background reading/external references

[Castlebrae Progress Report March 2014](#)

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

[Follow Through Letter April 2013](#)

[HMIE Follow Through Report August 2013](#)

[Full Council report March 2013](#)

[Education, Children and Families Committee Report May 2013](#)

[Education, Children and Families Committee Report December 2013](#)

Gillian Tee

Director of Children and Families

Contact: Andy Gray, Head of Schools and Community Services

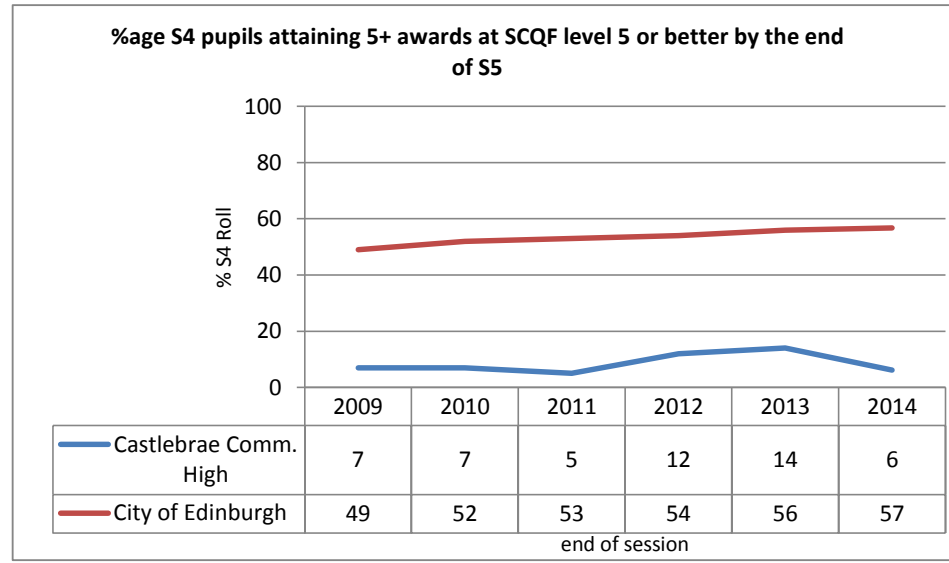
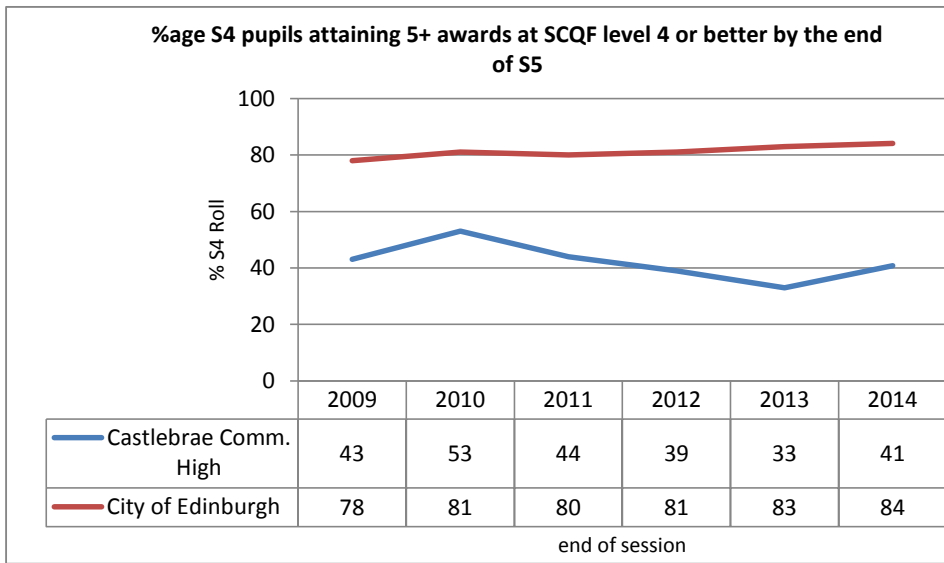
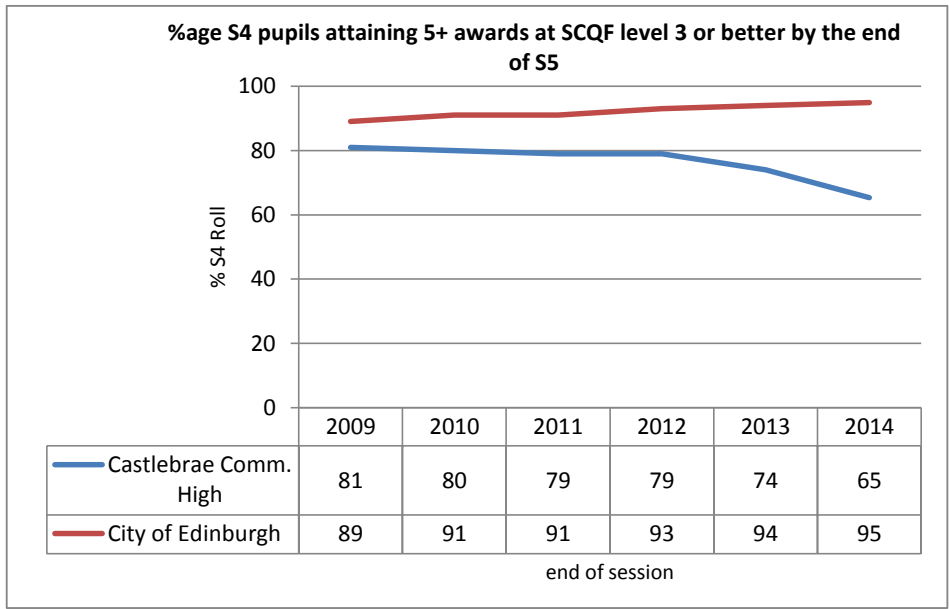
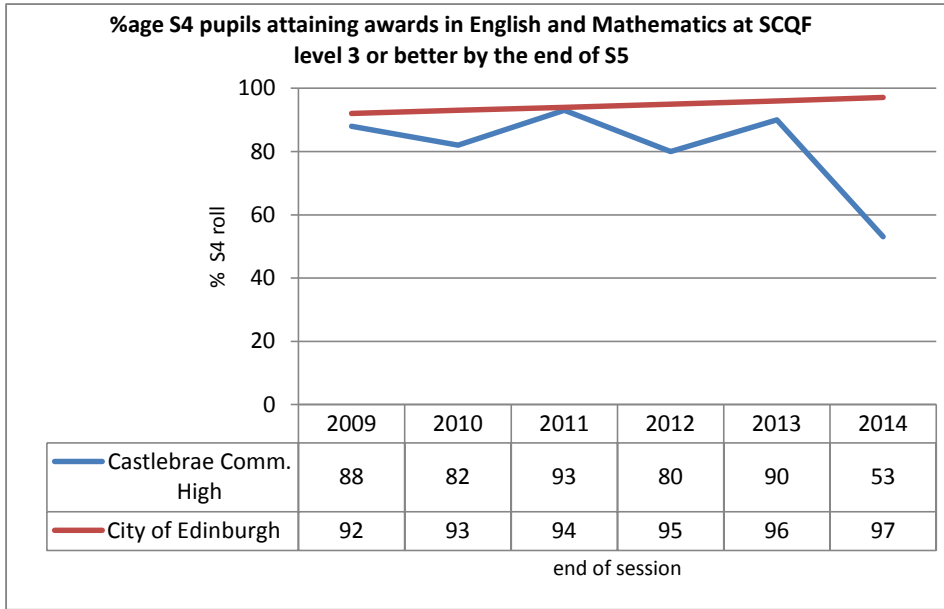
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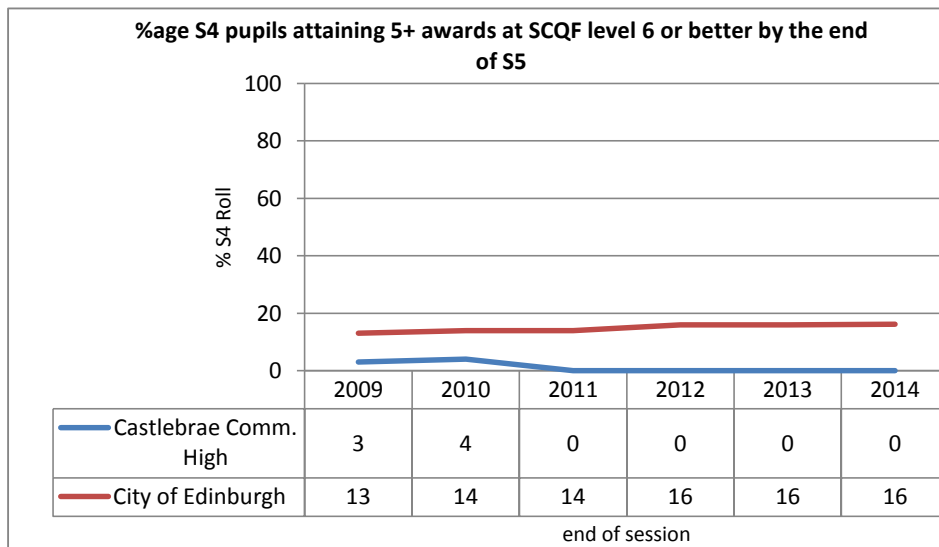
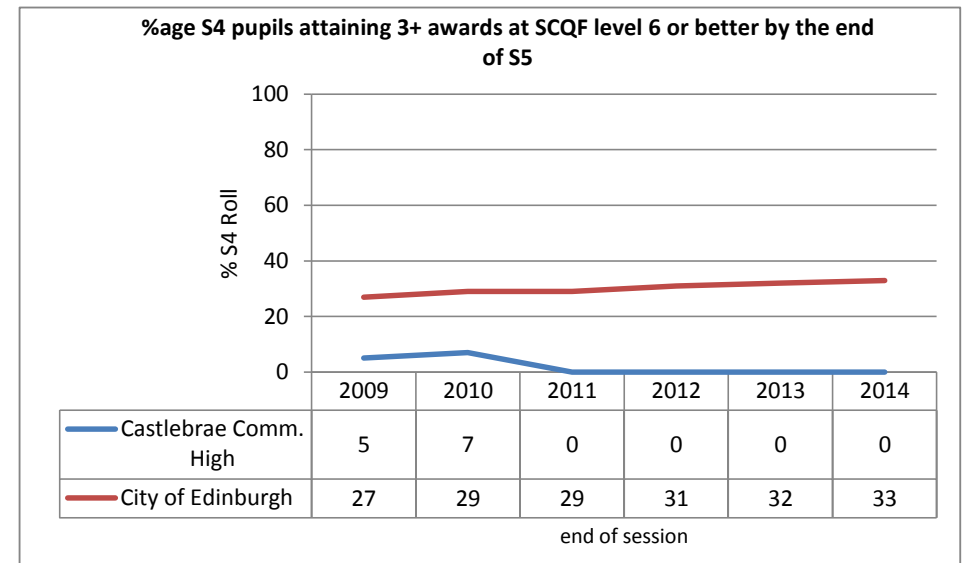
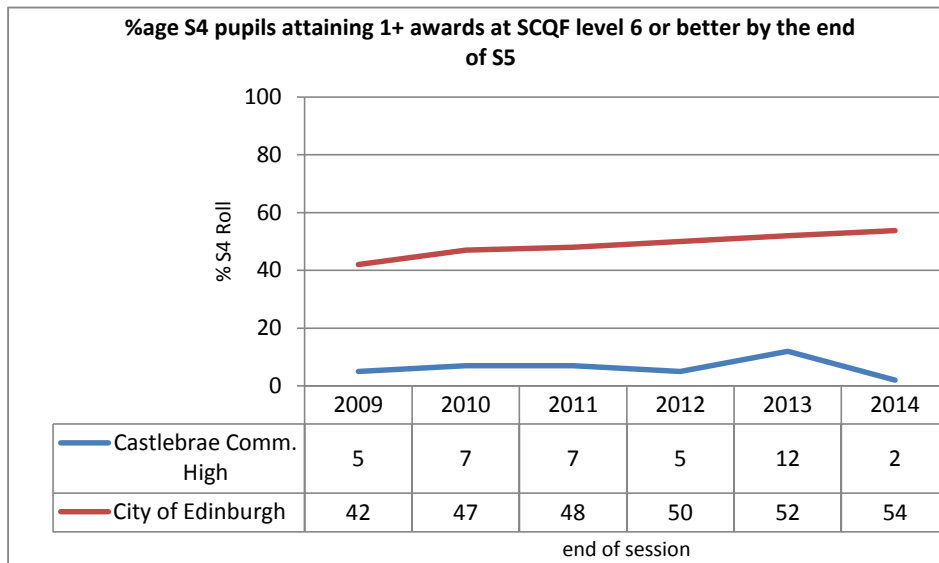
Contact: Grace Vickers, Quality Improvement Manager

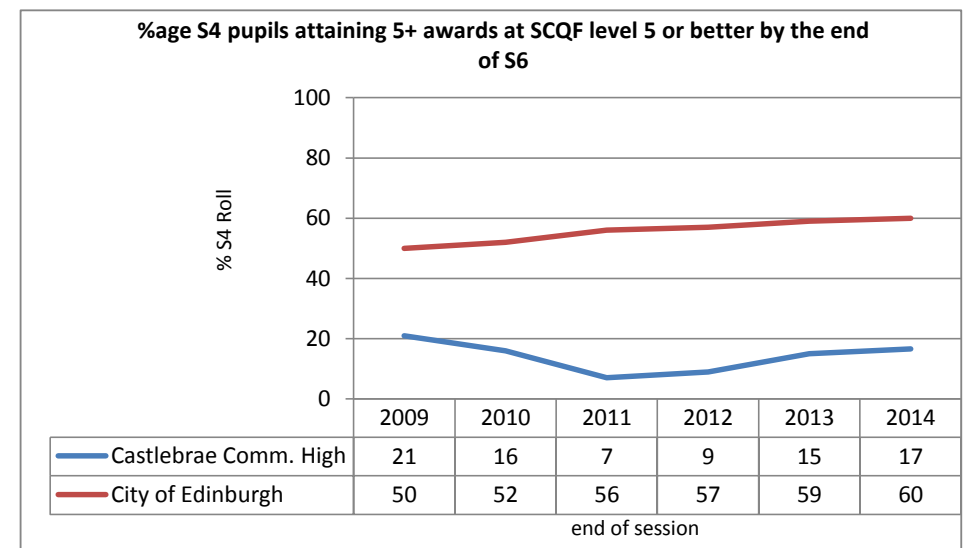
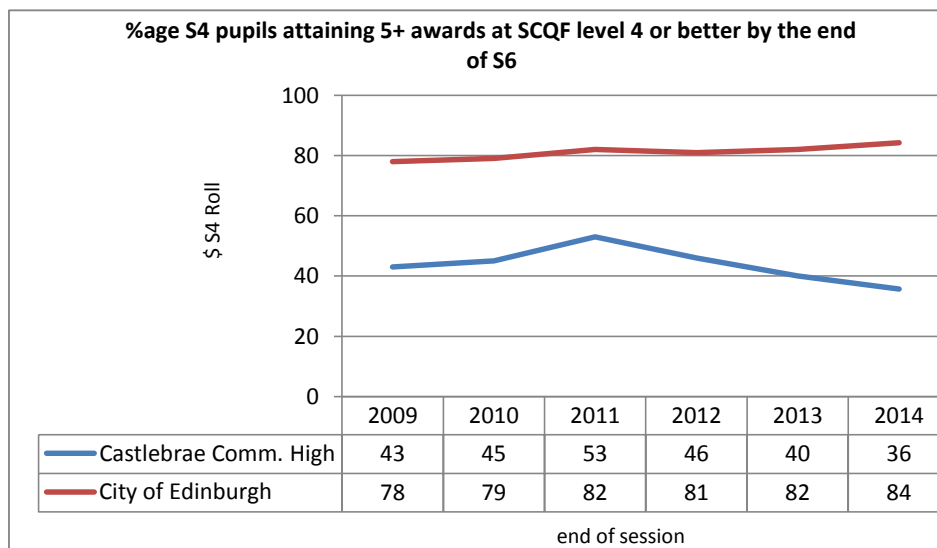
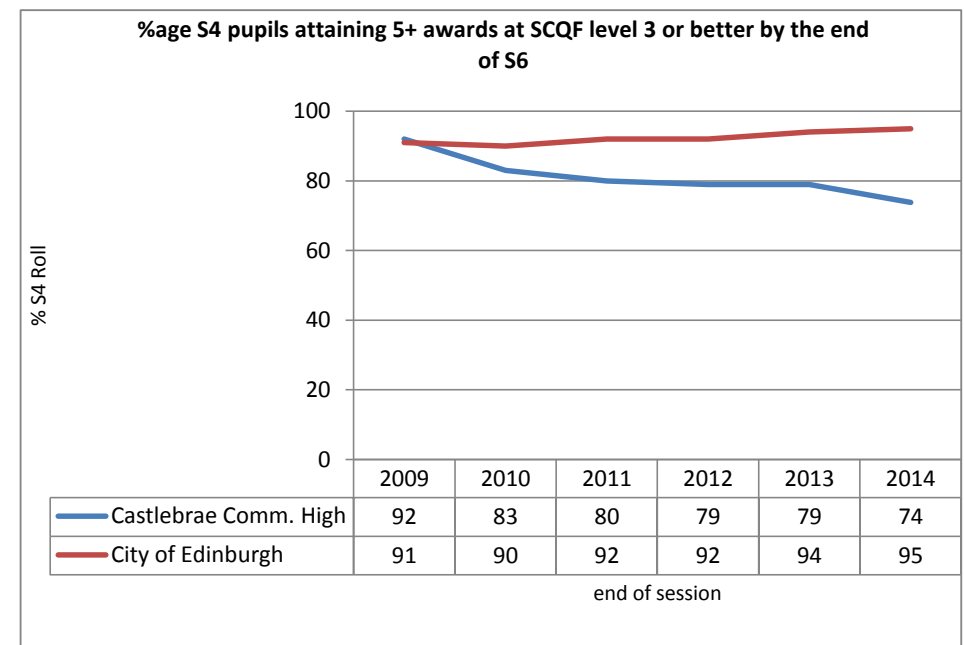
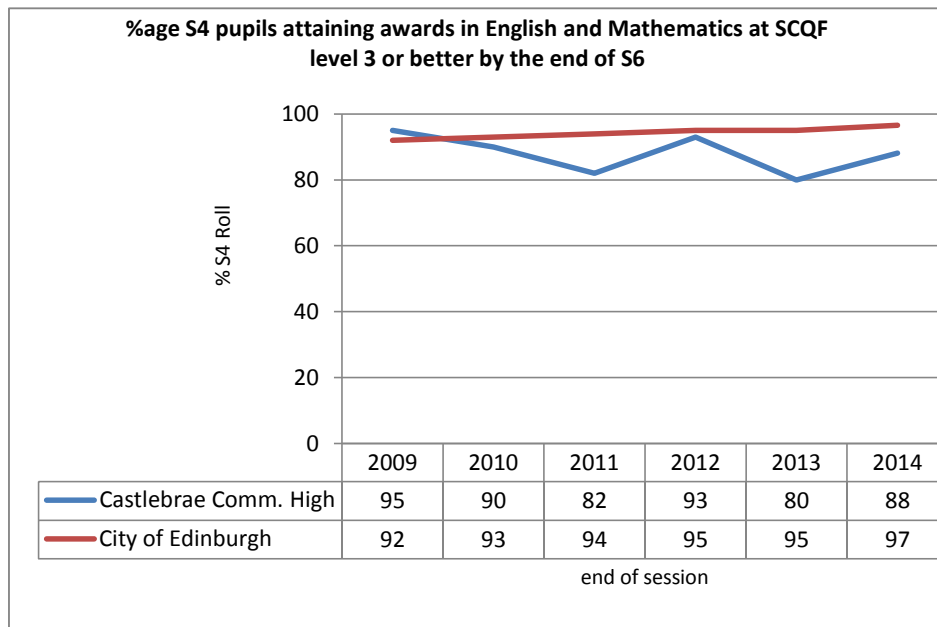
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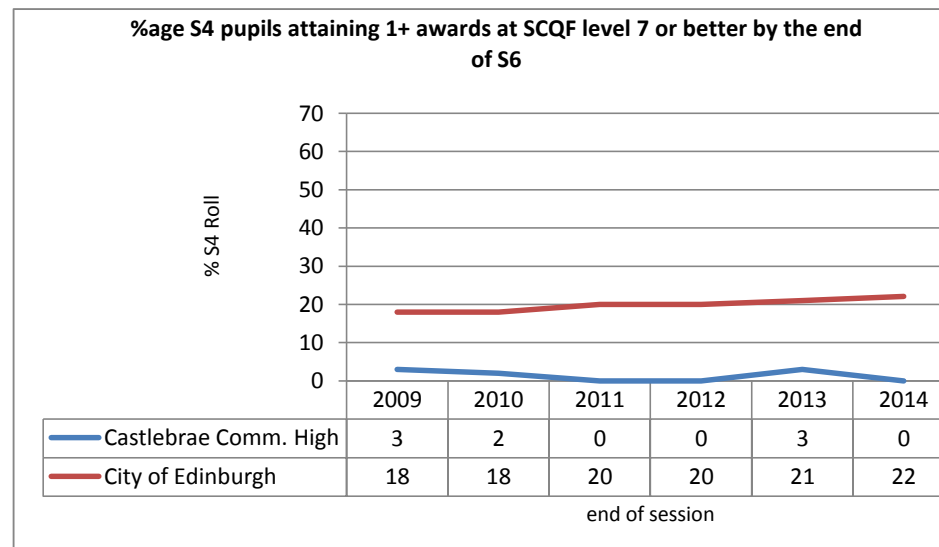
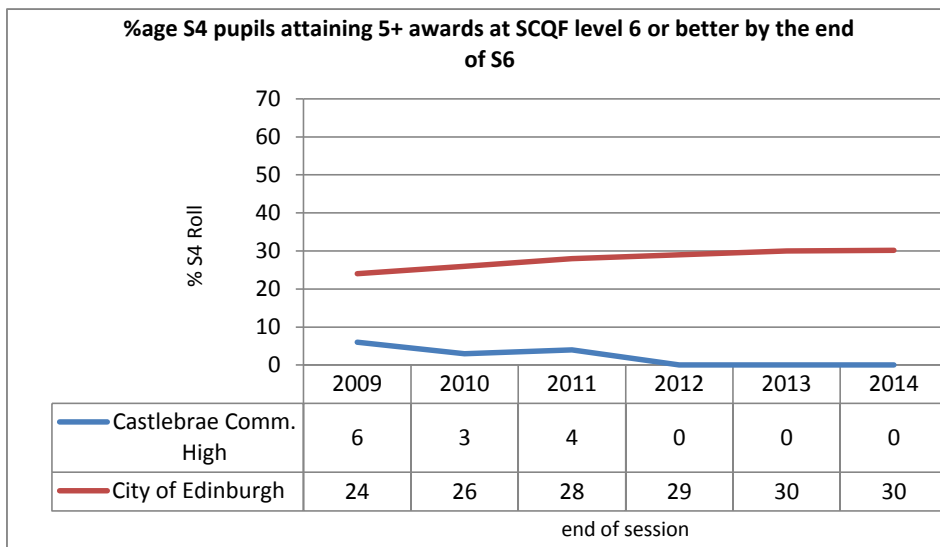
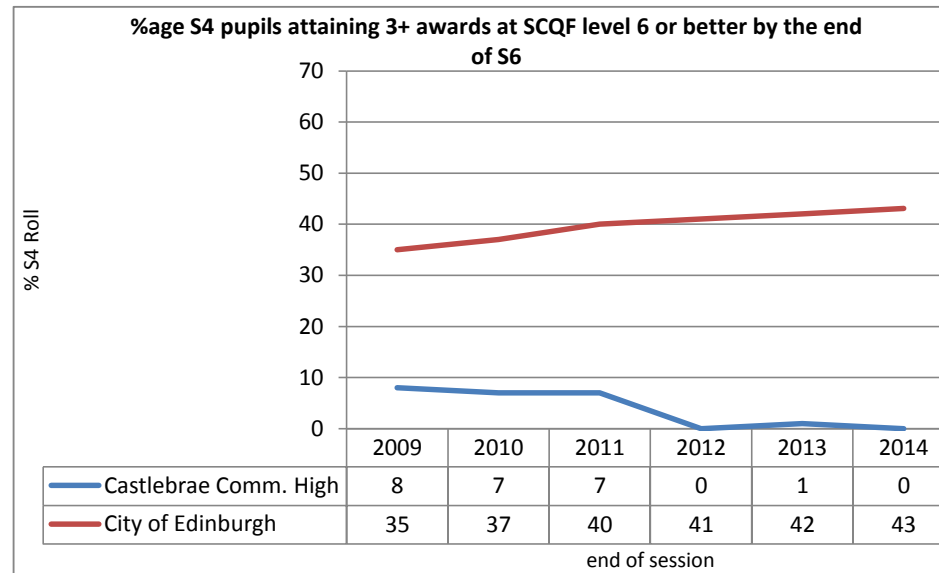
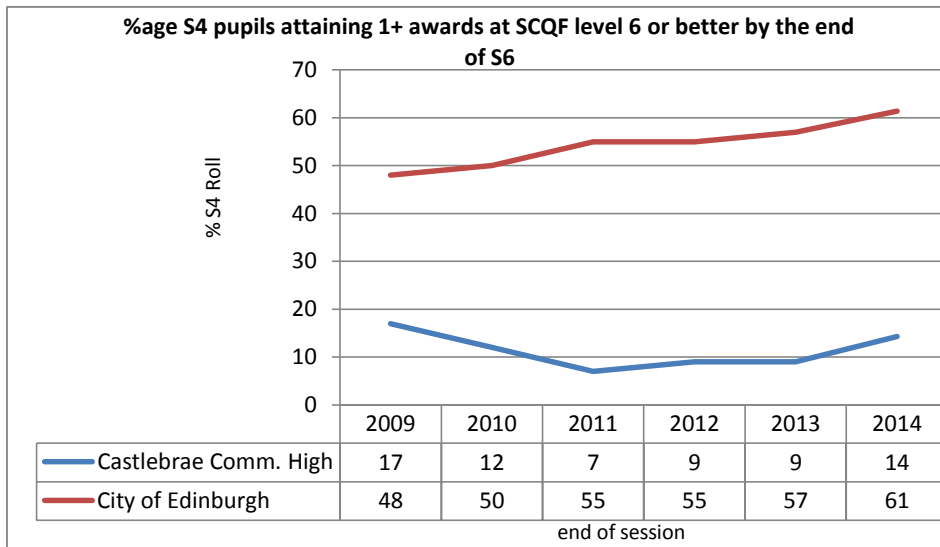
Links

Coalition pledges	P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum P7 - Further develop the Edinburgh Guarantee to improve work prospects for school leavers
Council outcomes	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
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfill their potential
Appendices	1. Attainment Outcomes 2. Equalities Impact Assessment









City of Edinburgh Council

Summary of the record of equality and rights impact assessment

ERIA Title: Progress Report for Castlebrae Community High School
Eira NO: CF1(G)

Summary of Enhancements of Rights

Education and Learning: Curriculum for Excellence states that every child and young person is entitled to experience a curriculum which is coherent from 3 to 18

- Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18
- Every child and young person is entitled to experience a broad general education
- Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications
- Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing
- Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide
- Every young person is entitled to support in moving into a positive destination

Summary of Infringement of Rights

1. At present the school does not fully meet the requirement of a curriculum which is coherent from 3 to 18 including a broad general education. This is due to the small school roll which makes this challenging to deliver. (125 based on September census data).
2. At present there is a decline in the number of pupils presented for qualifications at SCQF levels 5 and 6 in S4 and S5/6. In S5/6 the following pattern shows a significant decline in attainment by the end of S5/6: see appendix 1.

Equality Impact Assessment – Summary

Section 1: Duty and commitment to eliminate unlawful discrimination

Positive and Negative impacts

There is no impact on our duty and commitment to eliminate unlawful discrimination

Section 2: Duty to advance equality of opportunity.

Positive impact

Positive and sustained destinations have improved from 92% to 94.6% which is 3.6% above the City of Edinburgh average. Section 3.9 of the Committee Report for Castlebrae dated 10 December 2014 refers to the positive work of the range of partners, including SDS and the full time CLD worker and the 16+ learning choices which have all played a significant part in helping to further improve positive destinations.

Negative impact

Barriers presented to raising attainment with such a large group of pupils within SIMD1 (84% of the total school roll) and without an even spread across 5 or more SIMD deciles. The detrimental impact on attainment is compounded for equalities groups such as white working class boys, Gypsy Travellers and other specific ethnic minority pupils as well as pupils who have a disability.

Section 3: Duty to foster good relations

Neither positive nor negative to the protected characteristic groups. However, there is an opportunity to promote awareness and understanding of a child's entitlements outlined in Curriculum for Excellence.

Recommendation	Responsibility of (name required)	Timescale
1. To continue to work together with the new management team in order to take forward the recommendations of the Education Scotland Inspection Report	Quality Improvement Manager Quality Improvement Officer School SMT	June 2015
2. To consider the implications of further potential decline in attainment over the next five years and how this may impact on attempts to increase the school roll	Children and Families SMT	June 2015
3. To continue to work with the school and the local community in order to broaden parental engagement within the Castlebrae cluster in order to increase the school roll	Quality Improvement Manager Quality Improvement Officer School and Learning Community	September 2015