

# Education, Children and Families Committee

10am, Tuesday, 1 March 2016

## Castlebrae Community High School Progress Report

Item number	7.8
Report number	
Executive/routine	
Wards	

### Executive 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.

The Education, Children and Families Committee on 8 December 2014 considered a progress report on improvements within the school and the Castlebrae Learning Community.

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

### Links

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Coalition pledges	<a href="#">P5</a>
Council outcomes	<a href="#">CO2</a> , <a href="#">CO3</a> , <a href="#">CO4</a> , <a href="#">CO6</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Castlebrae Community High School Progress Report

### 1. Recommendations

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The Education, Children and Families Committee is requested to:

- 1.1 Note the contents of this report.
- 1.2 Note the progress of strategies within the school which aim to deliver a high quality educational experience for learners.
- 1.3 Note the progress in management arrangements within the Castlebrae Learning Community which have been implemented since December 2015.
- 1.4 Note the outcome of the review led by authority officers and the Area Lead Officer (ALO), November 2015, published as a follow through report.
- 1.5 Agree to receive a further follow through report at the Sub-Committee on Standards for Children and Families after November 2016.

### 2. Background

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- 2.1 This report provides an update on the improvements for learners attending Castlebrae Community High School.
- 2.2 The school roll at Castlebrae Community High School on 7 January 2016 was 114. The S1 intake for the last three years is as follows:

Year	Castlevie	Newcraighall	Niddriemill	Other	Total
2015	10	0	8	3	21
2014	11	1	8	3	23
2013	2	0	6	6	14

In 2015, in addition to the associated primary schools, S1 pupils came from St Francis (1), St John Vianney (1) and Liberton PS (1).

- 2.3 The report taken to the Education, Children and Families Committee in December 2014 referred back to the report taken to the Education, Children and Families Committee in December 2013 when a timeline had been agreed in respect of the leadership arrangements for Castlebrae Community High School. This timeline has now been overtaken and a permanent leadership structure is now in place.
- 2.4 In March 2011, HM Inspectors published a report on Castlebrae Community High School. They subsequently returned to the school to look at how it had continued to improve its work and published a letter to parents in April 2012. They visited the

school again in May 2013 and published a letter to parents in August 2013. Education Scotland's Area Lead Officer (ALO) visited the school in October 2014 to observe learning and teaching and review progress with school staff and an officer of the City of Edinburgh Council. A further ALO visit took place in November 2015 with a team from City of Edinburgh Council. The ALO will maintain contact with the school to monitor its progress and will visit the school again by November 2016 in a further review visit led by local authority officers.

- 2.5 The school continues to work closely with the quality improvement team and other officers of the authority to ensure that improvements for learners continue to be made.

### 3. Main report

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#### **Staffing**

- 3.1 In August 2014, a Head Teacher and Depute Head Teacher were seconded to replace the previously seconded post holders. A new post was created to support the work of the cluster and the Broad General Education. This role was filled for two days per week by the current Head Teacher of Castleview Primary School.
- 3.2 In October 2014, one of the substantive Depute Head Teachers retired and the seconded Depute Head Teacher became the permanent postholder. A further Depute Head Teacher was seconded to cover the post of the Depute undertaking a professional development opportunity at another school. From August 2015, the seconded Depute Head Teacher took on the remit of supporting cluster working. He continues to work closely with the Head Teacher of Castleview Primary School now that her secondment has concluded.
- 3.3 In September 2015, the seconded Head Teacher was appointed permanently to the post of Principal of the Castlebrae Learning Community.
- 3.4 In December 2015, the second Depute Head Teacher post was advertised. Interviews took place in January 2016 and a permanent appointment was made.
- 3.5 The Senior Management Team at Castlebrae Community High School currently comprises the Principal of the Learning Community, two permanent Depute Head Teachers, the Community Programme Manager, and the Business Manager.
- 3.6 There are 5 Curriculum Leaders, one of whom is returning from a professional development opportunity at another school. There are 3 Pupil Support Leaders including one with a remit for Additional Support for Learning.

#### **Improvements in Performance**

- 3.7 The school improvement plan for 2015-16 identified the following priorities:
- 3.7.1 Improve attainment and achievement;
  - 3.7.2 Improve learning and teaching;
  - 3.7.3 Improve curriculum;

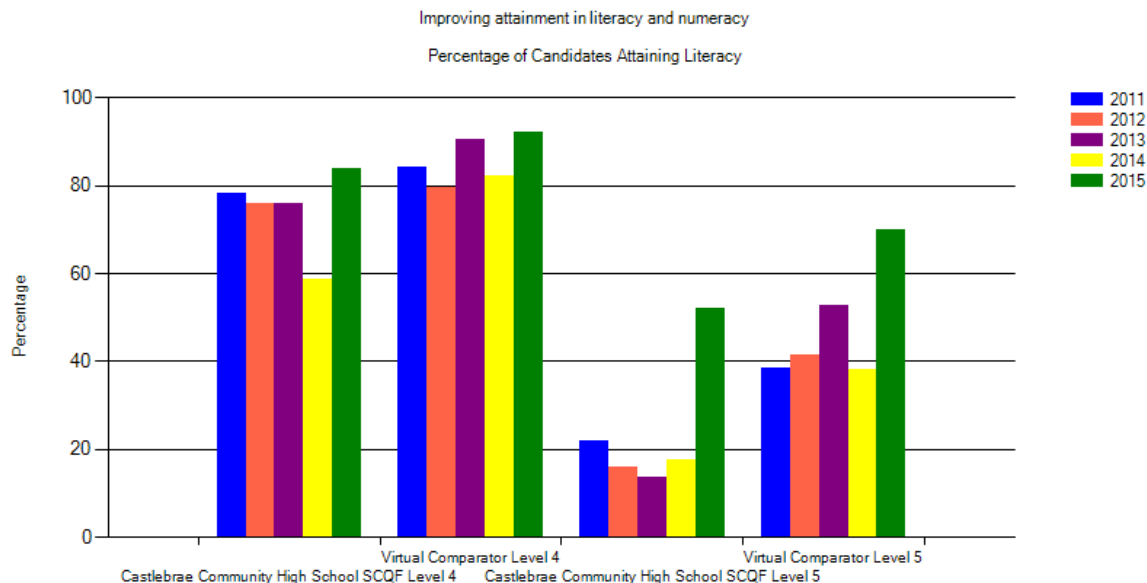
- 3.7.4 Improve attendance and reduce exclusions;
  - 3.7.5 Introduce Key Adult Time;
  - 3.7.6 Continue to increase the number of young people going on to a positive destination;
  - 3.7.7 Continue to develop strategies to meet pupils' needs;
  - 3.7.8 Further develop transition and cluster working.
- 3.8 The cluster improvement plan for 2015-16 identified the following priorities:
- 3.8.1 Establish a comprehensive programme of cluster curricular activities;
  - 3.8.2 Ensure a progressive and coherent programme in Modern Languages to support the delivery of the CEC 1+2 languages policy;
  - 3.8.3 Develop a consistent approach to assessment and moderation in Numeracy.

### **Improving Attainment and Achievement**

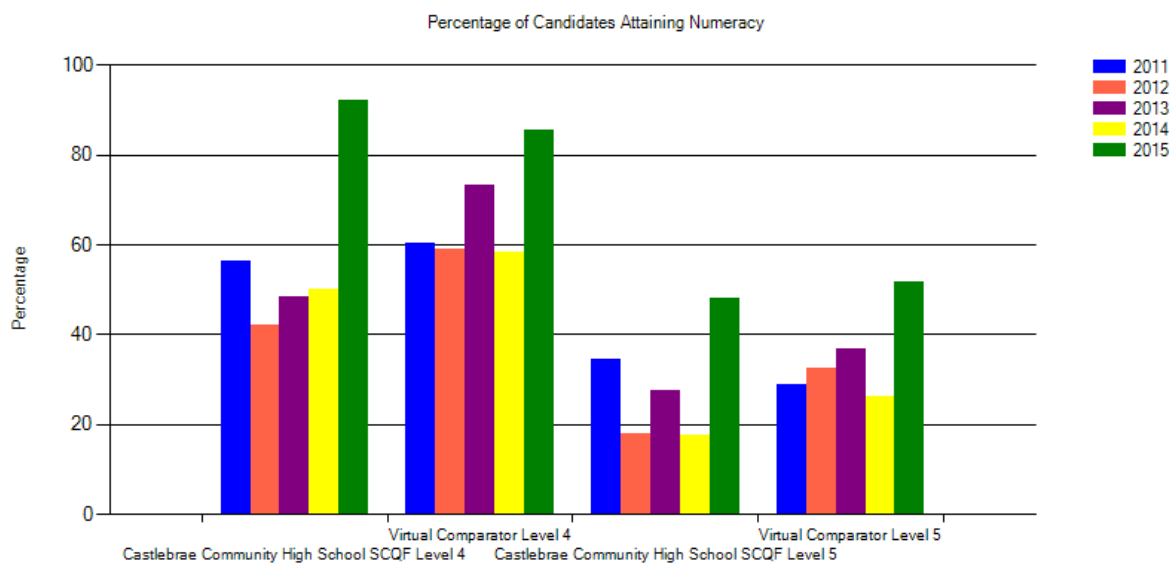
- 3.9 Standardised Test Scores show that progress in Numeracy has been positive for the last three years but, following a significant rise in 2013-14, there has been a dip in added value in Literacy levels for learners in S2 in 2014-15.

Year	P7 into S1 Learners Mean Standardised Age Score			S2 Learners Mean Standardised Age Score			Change (+ or -)		
	11-12	12-13	13-14	12-13	13-14	14-15	12-13	13-14	14-15
Literacy / English - Reading	83.0	88.1	83.2	82.1	94.6	81.8	-	+	-
Mathematics / Numeracy	77.6	85.8	77.9	83.1	86.4	80.9	+	+	+

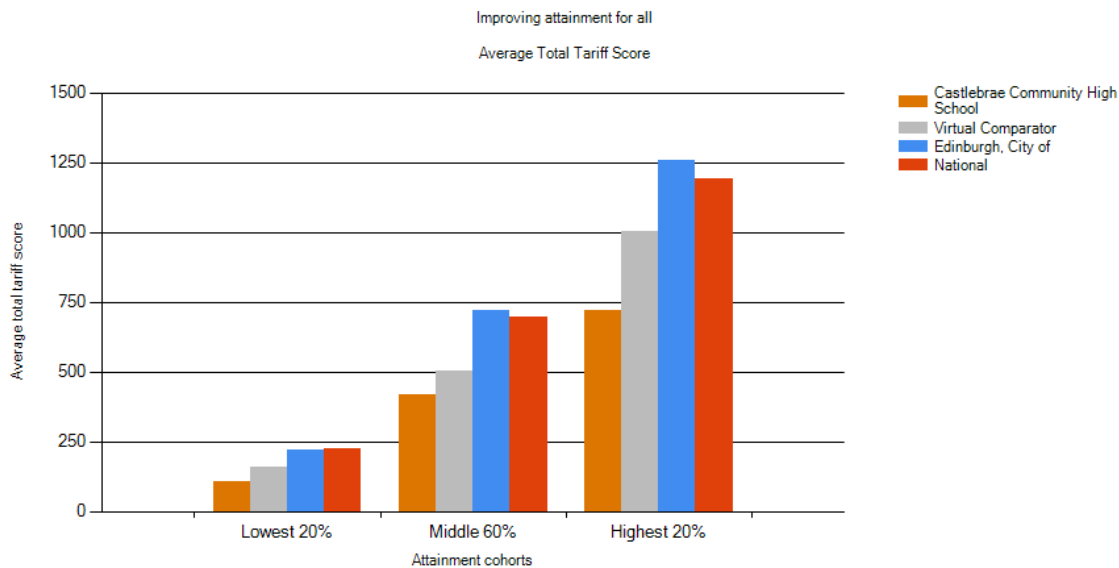
- 3.10 In S3, based on internal tracking and monitoring data, 80.7% of learners are achieving level 3 or above across all of their subjects.
- 3.11 In S5, the percentage of candidates attaining literacy at level 4 has improved and the percentage gaining level 5 has improved significantly. According to Insight, there is no statistical difference between Castlebrae and the virtual comparator. See figure below.



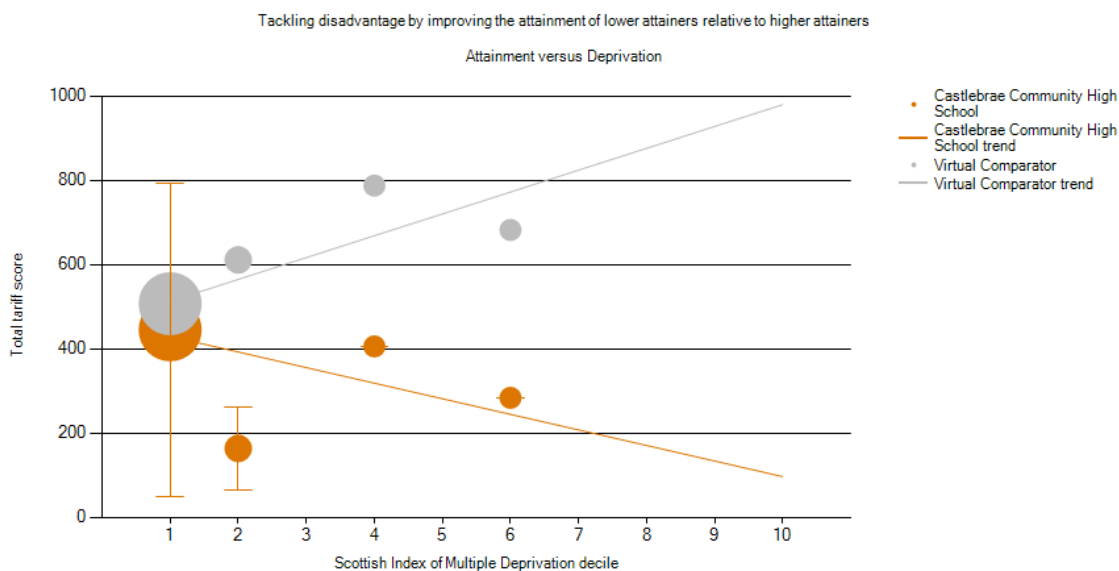
3.12 In S5, the percentage of candidates attaining numeracy has improved and is above the comparator for level 4 whilst remaining below the virtual comparator for level 5. See figure below.



3.13 The average total tariff score of pupils in S5 continues to be below the virtual comparator, the City of Edinburgh and the National levels. See figure below.



3.14 In S5, Castlebrae is below the virtual comparator for attainment versus deprivation. It is important to note the large numbers of young people in SIMD 1. See figure below.



3.15 In S5, there was a significant increase in the number of young people achieving one or more Highers. The percentage for 2014-15 was 56% of S5 roll. In all measures in S5 (5+@ level 4, 5+@ level 5, 1+@ level 6) performance is the highest of the last 5 years.

3.16 Partnership working is becoming embedded in the curriculum and enhances the provision of engaging courses to meet a wide range of needs, particularly in the senior phase. Edinburgh International Festival and Edinburgh College support National Qualifications in creative arts, photography, dance, and engineering. Film Studies is supported by Screen Education Edinburgh. The school continue to work well with business partners to help young people to develop their employability skills through work placements and careers advice.

### **Positive destinations**

- 3.17 There has been a significant improvement in initial positive destinations over the past five years. Figures rose from 60% in 2010-11 to 96% in 2012-13. The figure for initial positive destinations for 2014-15 was published in December 2015 and is 90%. The 90% can be broken down as follows:

Further education 12 pupils

Training 12 pupils

Employment 8 pupils

Activity agreements 4 pupils

- 3.18 A dedicated CLD worker and the work of a range of partners including Skills Development Scotland have contributed to this improving trend. The City's figure is 92.3% and the national average for positive destinations is 92.9%. Figures for sustained positive destinations will be published in February 2016.

### **Wider achievement**

- 3.19 Many opportunities are provided for young people to achieve beyond the classroom. Within the BGE, 26 pupils are engaged in Junior Award Scheme Scotland, 25 S2 pupils went to Columba 1400 to enhance their leadership skills, 13 are involved in a construction challenge, and 11 young people are working directly with Stirling University to prepare for following a course in Higher Education. In the Senior Phase, 14 young people are involved in the Red cafe as part of their Hospitality qualifications, 10 are working with Green Power to develop skills in engineering, and the majority are involved in sport, dance or voluntary activities. All pupils in the school are supported by a partnership with the Edinburgh International Festival. Wider achievement is recognised through accreditation wherever possible. A start has been made to tracking wider achievement to ensure equity of opportunity.

### **Improving attendance and reducing exclusions**

#### **Attendance**

- 3.20 Attendance has improved. Overall attendance for the period August to December 2015 was 90.6%. This is marginally short of the city's end of session target of 93% but the figure is the highest in Castlebrae for the past four years at this stage in the session (2012-13 87.8%, 2013-14 88.6%, 2014-15 88.4%).

#### **Exclusions**

- 3.21 The number of exclusions has reduced significantly over the past three years from 50 in 2013, 33 in 2014, to 7 August – December 2015.

## **Increasing the school roll**

### **School roll**

3.22 The current school roll is 114, which is broken down as follows:

S1	S2	S3	S4	S5	S6	Total
22	23	16	25	14	14	114

3.23 The projected roll for August 2016 is:

S1	S2	S3	S4	S5	S6	Total
47	22	25	14	16	12	136

## **Improving the curriculum (across the cluster from P5 – S3)**

### **Transition P5 – S1**

- 3.24 During her tenure as seconded Head Teacher, the Head Teacher of Castleview Primary School established a comprehensive programme of curricular transition activities involving the secondary school and the three associated primary schools. This programme involved staff working together across sectors in a range of subject areas. All P5, P6 and P7 pupils were involved in activities in the secondary and their own primary supported by secondary subject specialists including Mathematics, Social Subjects, Art, Music and Home Economics. A strong PE Forum was established with joint activities involving pupils from P3-P7 which included Over the Net, Ceilidh and Cross Country events. A Maths Mystery and Health and Well-Being event are now established delivering additional, innovative learning activities for the cluster.
- 3.25 All primary pupils now have a Cluster Transition Jotter where evidence of progress in learning is stored. This ensures that standards of presentation are delivered at the highest level and helps with transition to secondary school.
- 3.26 Staff across the four establishments attended a series of professional development activities, led by practitioners from within the cluster itself as well as by keynote speakers, from Education Scotland and external education specialists. Pedagogy and learning and teaching strategies were shared across sectors and there is now a commonality to planning for teaching and learning across the cluster.
- 3.27 The seconded Head Teacher has chaired the monthly Head Teacher Cluster meetings for two academic sessions. This has ensured continuity of planning and implementation of cluster priorities. Very good progress has been made in raising expectations in the delivery of teaching and learning within the cluster.



- 3.28 The three day P7-S1 transition visit in June 2015 was meticulously planned and involved the creation of a new menu item for “Pizza Express”. Evaluations were very positive.
- 3.29 Pupils, teachers and parents were surveyed after each cluster event and there is a marked increase in the satisfaction of the organisation of the cluster. There is now a cohesion between secondary and primary staff across the cluster which has supported the transition of primary pupils to secondary school.

### **Curriculum S1 – S3**

- 3.30 Changes have been made to the curriculum to meet the needs of the immediate cohort. The first Nurture Group was established in June 2015 with the aim of improving confidence and self-esteem, tackling difficulties with literacy and numeracy, and working on social and learning skills. A personalised timetable is provided for the small cohort in S3 who represent the group of young people enrolling at Castlebrae at the time of proposed closure of the school. It is acknowledged that a longer term strategy now needs to be put in place to ensure that the curriculum is coherent from S1 - S6. There is a need to plan for a smooth transition from the BGE to the senior phase in order to provide a progressive and meaningful curriculum.

### **Curriculum S4 – S6**

- 3.31 Staff continue to revise and improve aspects of courses offered to ensure they provide learning which will lead to successful outcomes for learners. There is lack of progression in some areas of the curriculum due to the relevant National Qualifications not being offered but this is being addressed through partnership working particularly with Edinburgh College and neighbouring secondary schools. Further work is required to develop a clearer vision for the curriculum, especially at S3/S4. All stakeholders are regularly consulted on the curriculum to ensure that it meets needs.

## **Improving learning and teaching**

### **Learning and teaching**

- 3.32 The Learning and Teaching policy was revised for implementation as of August 2015. It provides guidance and support for staff on the most effective methodologies and the theories which inform them. It outlines the minimum standards expected from all staff in terms of delivering a positive and effective classroom experience for all learners.
- 3.33 Evidence of good practice is collected during regular classroom visits by senior managers and curriculum leaders. The evidence was validated in the follow through visit by authority and Education Scotland officers in November 2015.
- 3.34 Observations have provided evidence of improvements in the structure of lessons, pace, positive relationships, engagement of young people, and use of ipads. Next steps have been identified. These include the need to revisit learning intentions,

and the need to further develop the use of digital technologies as a tool to enhance learning.

- 3.35 The responses to pupil questionnaires (September 2015) demonstrate the positive impact of the above on the learners themselves:

79% feel they are becoming more confident as learners;

71% say they enjoy learning at school; and

80% say they are getting on well with their school work.

### **Increasing community activity within the school**

- 3.36 Extra-curricular cluster clubs have been established in dance, basketball and girls football. A cluster choir performed two-part harmony pieces at the Castlebrae Christmas Concert in 2014 and 2015. Members of the community lead activities such as football run by KITS (Kids in the Streets). There has been a significant increase in the numbers of Family Centre users: 37 Families and 46 children have registered from August 2015 to the present date. This compares with the 30 families and 34 children registered in the session 2013/2014. The Family Centre has achieved registration with the Care Inspectorate and welcomes new families regularly to the drop in sessions. Castlebrae has registered 81 new fitness room users this session, compared with 49 session 2014 /2015 and 9 2013 /2014 which shows a steady growth in the last two years. The upgraded fitness equipment has been well used by the local community. There are 55 adults registered in the adult classes.
- 3.37 The positive promotion of the school in its community has resulted in increased parental and community engagement.

### **Community engagement**

- 3.38 The new Principal of the Learning Community has put a strong focus on developing partnerships in the local community. The partnership with Edinburgh International Festival is a three-year project which will involve a range of innovative and creative practice in the school and community. This partnership has attracted significant positive attention for the school. Constructive meetings have taken place between colleagues from the BioQuarter and representatives from the local community and neighbourhood partnership. Initial proposals include hosting a mini Science conference, offering apprenticeships and work placements, and supporting the delivery of national qualifications in the school. As part of a further local initiative, young people in S2 and S3 have contributed to the community mural project led by renowned local artist, Andrew Crummy, and Art Space.

### **Parental engagement**

- 3.39 Attendance at parents' evenings has steadily improved with an average of 35% parents attending. The senior leadership team is implementing a range of strategies to further increase attendance. There were 13 responses to the most recent parental questionnaire (11%). All responses indicate complete satisfaction with the school and are particularly positive about leadership and support with

learning. There have been two meetings to date of the Parent Council in session 2015-16. Parent and community representatives have assisted with the recruitment process of the Principal of the Learning Community and both deputy Head Teacher appointments.

### **Improving the physical environment**

- 3.40 Cosmetic improvements have been made to the entrance to the school and to public areas within the school. A recent report on risk assessment and health and safety raised a number of issues which are now being addressed.

### **Future plans and the new school**

- 3.41 A detailed update on the project to deliver a new secondary school in Craigmillar was provided in the report on [‘Future Investment in the School Estate – Wave 4’](#) 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 Town Centre for which the Development Management sub-Committee approved planning permission in principle on 17 December 2014 under reference [14/03416/PPP](#). Whilst this proposal excluded the secondary school which will be considered in a separate planning application at a later date; the space for and position of it was taken into account and it will sit adjacent to the East Neighbourhood Centre. 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.
- 3.42 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 remain opens, 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 is, in effect, entirely dictated by the availability of capital funding to deliver the new school.
- 3.43 As highlighted in the report to Council on 21 January 2016 regarding [Capital Investment Programme/Plan 2016/17 to 2023/24](#) the commitment made by Council to deliver a new secondary school in Craigmillar (replacing the existing Castlebrae Community High School) as part of the regeneration of Craigmillar remains the second of two existing unfunded priorities in the Wave 4 school investment programme; the first being the requirement to respond to the challenges of rising

school rolls in the city. Whilst a site for the proposed new school has now been identified in the Craigmillar Town Centre, the required statutory consultation has not yet been undertaken due to the uncertainty regarding when the new school could be delivered which is entirely dependent on the significant current gap in funding for the project being bridged.

- 3.44 Using the latest forecast of future construction inflation the projected total cost for the new school is now estimated to be £29.184m. This is 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. However, to achieve this timescale for delivery the project would require to be initiated (with all required funding identified) by early 2017; any delay would result in a further increase in the estimated costs due to additional construction cost inflation. This cost estimate 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.
- 3.45 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. The estimated cost of £29.184m excludes the further cost of any expansion of capacity which is anticipated would be required either from the outset or 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 £28.566m. A number of potential sources of funding have been identified which would cover some of the costs of the new school (e.g. sale of the existing school site, net of demolition costs, and any contribution from PARC); these require further clarification regarding both the amount and timing of receipt however it is expected that the majority of this funding would not be realised until after 2020.

### **Conclusions**

- 3.46 The revised management arrangements for the Castlebrae Learning Community, as agreed at the Education, Children and Families Committee of December 2013, have been implemented. There is now a permanent senior leadership team in post. Parents, pupils and staff welcome the stability and continuity which this provides.
- 3.47 The learning environment has improved for pupils through maintenance and decoration of public and teaching areas. The impact of learning and teaching approaches including digital learning is demonstrated through increased motivation and willingness to learn as evidenced in classroom observations and pupil evaluations.
- 3.48 Castlebrae Community High School continues to demonstrate improvements in performance. There is now capacity for future sustainable improvement so that the longer term impact results in improved outcomes for learners.

## **4. Measures of success**

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- 4.1 The measures of success outlined in the report of March 2014 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 increase 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 parental and community engagement;
  - 4.1.8 Improved physical environment.

## **5. Financial impact**

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- 5.1 The school continues to receive an enhanced staffing allocation compared to that provided through the standard secondary staffing formula. For session 2015/16 this equated to approximately £200K.
- 5.2 There was additional funding of £60K for improvements to the school grounds. There was additional funding of £5K through Access to Education and £2.8K through Developing Scotland Young Workforce
- 5.3 The school carried forward an overspend of approximately £20K into financial year 2015/16, Officers are working with the Head Teacher and the Business Manager to bring this into a balanced position by the end of the financial year.

## **6. Risk, policy, compliance and governance impact**

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- 6.1 There are no negative impacts on risk, policy or governance.

## **7. Equalities impact**

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- 7.1 There are measures in place to monitor any equalities issues with regard to any impact on learners.

## 8. Sustainability impact

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8.1 There are no adverse impacts arising from this report.

## 9. Consultation and engagement

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9.1 Drafts of this report have been shared with the Senior Leadership Team at Castlebrae Community High School and with the Quality Improvement Officer and Quality Improvement Manager (acting) prior to this committee meeting.

## 10. Background reading/external references

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[Castlebrae Progress Report March 2014](#)

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

[Full Council report March 2013](#)

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

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

[Education, Children and Families Committee Report December 2014](#)

[Castlebrae Community High School Follow Through Report January 2016](#)

### **Alistair Gaw**

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## 11. Links

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**Coalition pledges** P05 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum

**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

CO4 – Our children and young people are physically and emotionally healthy

CO6 – Our children and young people's outcomes are not undermined by poverty and inequality

**Single Outcome Agreement** SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential

### Appendices