

# Education, Children and Families Committee

## Sub-committee on Standards for Children and Families

2 pm, Monday, 10 February 2014

### Primary School Inspection at Castleview Primary School and Nursery Class

Item number	4.1
Report number	
Wards	Ward 17: Portobello/Craigmillar

#### Links

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Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

#### Gillian Tee

Director of Children and Families

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# Executive summary

## Primary School Inspection at Castleview Primary School and Nursery Class

### Summary

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- Members should be aware that Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.
- Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.
- This letter (Appendix 1) and evaluations (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

### Recommendations

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The Sub-committee is requested to:

- note the findings of the report including the areas where the education authority and the school should continue to improve the school and the nursery class; and
- receive an authority inspection follow through report.

### Measures of success

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The report identified the following key strengths:

- outstanding leadership for learning and staff teamwork;
- children's motivation and engagement in learning;
- care and support for children;
- partnerships with other agencies to meet children's needs; and
- the quality of the curriculum and the opportunities that it gives children to achieve.

## Financial impact

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There are no financial implications contained in the ES report.

## Equalities impact

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There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

## Sustainability impact

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None.

## Consultation and engagement

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Parents, pupils and staff completed an ES questionnaire prior to the inspection.

## Background reading / external references

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<http://www.educationscotland.gov.uk/inspectionandreview/reports>

## Gillian Tee

Director of Children and Families

## Links

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<b>Coalition pledges</b>	PO5
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<b>Single Outcome Agreement</b>	SO3
<b>Appendices</b>	1. Inspection letter to parent/carer 2. Evaluations

17 September 2013

**Appendix 1**

Dear Parent/Carer

**Castleview Primary School and Nursery Class  
The City of Edinburgh Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including expectations of achievement, support for children and leadership for learning. As a result, we were able to find out how good the school is at improving children's education.

**How well do children learn and achieve?**

Across the nursery and primary classes, children learn and achieve very well. In the nursery, children enjoy a wide range of stimulating activities. Overall, children in the primary classes engage very well in their learning. They develop very good skills at working together as they move through the school. Children are aware of how to improve their learning through high-quality and supportive feedback from teachers. Teachers are developing a whole-school approach to helping all children understand their next steps in learning. Children feel safe, respected and included in school and enjoy their learning. They develop very valuable skills for life and work, including confidence and resilience. Children take on a range of leadership roles across the school. They are proud of their school and their community and take an active role in improving it, for example through the widely acclaimed Craigmillar Castle Tour Guides programme. Children develop very good skills in listening and talking through their involvement in this work. Staff should continue to extend children's skills in using information and communication technology (ICT) as a tool to help them to learn.

In the nursery class, most children are developing their early literacy and numeracy skills well. They enjoy looking at books and listening to stories. Most are beginning to show an interest in early writing and are beginning to count well, with high levels of skilful support from staff. In the primary classes, most children are making good progress in reading, writing and mathematics, based on their prior levels of attainment and life experiences. They are progressing well across their broad general education. Children are involved in leading exciting, dynamic school shows which are popular with parents and the community. Children are motivated and enjoy reading and writing through a very wide range of focused and engaging learning activities. There is intensive work at all stages in developing reading, writing, phonics and spelling. This helps children to improve their progress at their own individual rate. Most children are

developing and applying skills in literacy and across other aspects of learning. Displays around the school encourage children to read and question. Children's progress in writing is improving through a clear focus on technical aspects such as punctuation and structure. Overall, written work is presented to a very high standard. In mathematics, children have a good grasp of number, and are developing skills in explaining how to carry out calculations. Children demonstrate a knowledge of financial education in a range of real-life ways. For example, older children can use the terms profit and loss in buying and selling activities through running a tuckshop at a local community centre. Children are beginning to develop and apply numeracy skills across learning. Staff need to continue to seek a range of strategies to raise children's attainment in reading, writing and mathematics further. Children are progressing very well in health and wellbeing. They benefit from two hours of high-quality physical education per week.

### **How well does the school support children to develop and learn?**

Staff provide outstanding levels of care and support for children. They create a dynamic, positive and nurturing environment for children and constantly encourage them to do their best. Teachers plan motivating, interesting tasks which meet the needs of individual children exceptionally well. Additional staff are deployed very well to support children as individuals and in small groups. This enables children to achieve well. Support for learning teachers provide very high-quality additional help for a wide range of children who need it. Staff use an agreed system very well to identify children's needs and set clear targets to help them make progress. Support staff make a very useful contribution to children's learning and development. Vulnerable children are exceptionally well cared for by the school. Staff work very skilfully with a range of other agencies to provide excellent support for children. Staff have very high expectations for children's learning, behaviour and engagement. They skilfully use a range of strategies to reinforce positive behaviour and celebrate success. Throughout the school there is an excellent, consistent focus on children's rights and responsibilities. This helps to meet children's needs and develop their sense of self-worth.

The quality of the curriculum is excellent and provides children with a very wide range of opportunities to achieve. Staff work together very well to develop very high-quality programmes and courses, based on Curriculum for Excellence. Approaches to planning learning are consistent across the school which helps children to progress well. The curriculum is enhanced significantly through the involvement of partners and the community, as well as valuable inputs from visiting teachers. Children's achievements across the curriculum are recorded very well in profiles. Staff are beginning to develop an assessment framework to help them to use all the information about children's progress as effectively as possible. Transition arrangements into P1 support children very well. Children moving to a range of secondary schools are very well supported. Staff are keen to enhance links with Castlebrae Community High School.

### **How well does the school improve the quality of its work?**

The school has very good arrangements for improving its work. Staff are clear about their vision to help children to succeed and have the best possible chances in life. Staff are highly-skilled and reflect continuously on the quality of learning and teaching and plan different ways of helping individual children to progress. Children play a key

role in improving their own learning. The headteacher was on secondment during the inspection. She has provided outstanding and inspirational leadership for learning. Her passion, energy and commitment to helping children to achieve has impacted very strongly on improving the school significantly over time. The temporary headteacher had been in post for five months at the time of the inspection. In a short space of time he has established very positive, supportive working relationships with staff, children, families, partner agencies and the local community. The staff team identify very strongly with the 'Castleview family'. There is an outstanding culture of leadership for learning throughout the school. All teachers take on clear leadership roles with a focus on improving an aspect of the school. As a result the school is very well placed to continue to improve.

This inspection found the following key strengths.

- Outstanding leadership for learning and staff teamwork.
- Children's motivation and engagement in learning.
- Care and support for children.
- Partnerships with other agencies to meet children's needs.
- The quality of the curriculum and the opportunities that it gives children to achieve.

We discussed with staff and the education authority how they might continue to improve the school and nursery class. This is what we agreed with them.

- Continue to seek ways of improving children's progress and raising their attainment further.

### **What happens at the end of the inspection?**

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified aspects of innovative practice which we would like to explore further in order to share the practice with others.

Graeme Logan  
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CastleviewEdinburghCity.asp>.

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>1</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Castleview Primary School.

<b>Improvements in performance</b>	<b>very good</b>
<b>Learners' experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>excellent</b>

Nursery class

<b>Improvements in performance</b>	<b>very good</b>
<b>Children's experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>very good</b>

We also evaluated the following aspects of the work of the school and nursery class.

<b>The curriculum</b>	<b>excellent</b>
<b>Improvement through self-evaluation</b>	<b>very good</b>

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CastleviewEdinburghCity.asp>

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<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf)