

CASTLEVIEW PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Castlevue Primary School in September 2013. Subsequently, the school with support from the education authority ensured the school improvement plan took account of the findings of the inspection.

The education authority recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement and produced a progress report for parents.

This report tells you about the quality of education provided by the school since the original inspection. It also comments on the progress made in the agreed areas for improvement.

The main areas of focus are on learning and achievement, meeting the learning needs of the pupils and leadership to help the school achieve its aims.

2. Improvements in the quality of education provided

2.1 *Learning and achievement*

The children in Castlevue Primary School and Nursery Class continue to learn and achieve very well. Pupils were motivated, well behaved, polite and enthusiastic learners who had the opportunity to engage in a wide range of creative learning opportunities across the school. There was a strong 'Castlevue' identity in the school built on shared vision and values which has led to a well prepared, stimulating learning climate throughout the school.

UNICEF's Rights of the child are fundamentally embedded in Castlevue. These permeate the children's learning experiences and together with a wide range of positive behaviour systems were having a positive impact on pupil's personal and collective responsibilities.

Pupils continued to know themselves well as learners through teachers' use of effective feedback and pupils own peer/self assessment and target setting. Commendably pupils throughout the school were self assessing using the 'Leuven Scale' of active engagement.

All pupils were being given opportunities to apply their knowledge and skills in a variety of real and relevant context e.g. in Primary 3 the pupils writing task was focusing on their 'eco zero waste' models they had created during the school's eco week.

In the pupil focus group, pupils spoke of their enjoyment in participating in active learning activities and in challenging work where less able pupils were well supported with the classroom setting. Children felt safe and happy at Castlevue Primary School and talked

positively about the clear systems that were in place to support one another.

Staff continued to use a wide range of strategies to focus on raising attainment. In the primary classes most children continued to make progress in reading, writing and mathematics based on their prior levels of attainment. In literacy the use of Word boost, Emotions talk, Fresh Start and Read, Write Inc are helping develop and enhance children's vocabulary. In mathematics, the teacher planners have been revised and refreshed to ensure progression and a focus on key mental agility skills.

Castleview Primary School is now one of the schools involved in the Scottish Attainment Challenge so this work will continue to help the school focus on closing the equity gap and raise attainment for all.

In the nursery class all the children were actively engaged in a wide range of quality indoor and outdoor learning experience with evidence of very positive interactions between staff and children to extend the learning experiences.

Children had a variety of choice in their learning and the activities planned were responsive to their needs. The children were involved in setting and reviewing their own learning with a key member of staff.

2.2 *Meeting pupils' learning needs*

The staff at Castleview Primary School continued to provide outstanding levels of care and support for their children. All staff had very high expectations for the pupils and ensure appropriate pace and challenge throughout all lessons. Staff had taken positive and proactive steps to ensure any factors which may hinder learning are promptly identified and addressed.

Exemplary practice was observed in creating the atmosphere for children to further develop their reading and writing skills using interventions such as Fresh Start and Read, Write Inc.

Within the nursery, staff used tracking sheets in literacy, numeracy and health and wellbeing to monitor the children's progress and identify next steps. There was clear evidence of a strong transition programme from home to nursery and from nursery to school and the nursery had established appropriate support groups to meet the needs of the children in their care.

The school has streamlined their additional support for learning policies and procedures to ensure they were continuing to 'get it right for every child' and the support for learning teachers continue to fulfil all aspects of their role well and offer excellent support to all.

A wide range of opportunities were provided to support parenting strategies e.g. Philosophy of parenting (POP), Parents early educators programme (PEEP), Families and schools together (FAST) and Growing Confidence programmes. Parents felt the key learning documents that was shared with them at the beginning of session was helping them support their child's learning at home.

In light of Education Scotland's Increased Expectations the school continues to offer an excellent curriculum and children across all stages are given well planned, broad, motivating and challenging learning experiences.

The curriculum continues to be enhanced through the involvement of a wide range of partners and the community. An excellent example of this is the work on outdoor learning and cultivating allotments undertaken by Castleview's parent partners using Millenium Wood and Bridgend Allotment. This partnership was highly commended in the recent Children and Families Achievement Awards.

There was strong leadership of the curriculum throughout the school and staff had a clear understanding of their responsibilities in developing pupils literacy, numeracy and health and well being skills.

The nursery staff had made effective use of the extended nursery hours to further develop and enhance the nursery curriculum.

The school had developed an assessment framework for each stage and is now well placed to continue moderation activities and evaluate the use of significant aspects of learning, learning journals and pupil profiles to help pupils and staff focus on individual learner's journeys.

Transition arrangements remain strong and tailored to the needs of individual pupils. Parents and staff in the nursery spoke positively about the early level transition project focused on the story of the 'Lighthouse Keeper's Lunch' which was jointly run by nursery staff and family learning. Primary pupils felt their end of year evaluations on their learning and their goal setting helped support their transition to the next stage.

The head teacher has played a pivotal role in developing and enhancing partnerships with Castlebrae Community High School and the wider community. During session 2104-2015, the head teacher spent two days a week at Castlebrae improving transition through the Broad General Education and as a result staff have worked together to produce an innovative interdisciplinary learning experience for primary pupils during their three day transition visit to the high school.

2.3 Leadership and direction

All staff were exceptionally committed to the 'Castlevew family' and ensuring they provided the very best experience possible for their pupils. Leadership at all levels was of a very high standard including the depute head teacher, principal teachers and commendably all staff take responsibility for learning and the progression of the ambitious school improvement plan. The staff have a clear understanding of the expected standards and were aspirational for their school community.

Tracking of attainment across the school was effectively used to identify trends, strengths and next steps for the school, cohorts and individuals. This information was strategically used by teachers and management staff to manage and lead improvements.

The head teacher leads by example and had an extremely clear vision for her school and community. Since the inspection in 2013, the head teacher had represented her school and City of Edinburgh Council at a wide range of local and national events to share her exemplary work with peers. Her energy and open approach ensured that research and best practice continue to inform her work in the school.

Parents felt that all staff were highly committed, open and transparent. They felt staff actively sought out new approaches to keep children engaged in their learning.

3 Conclusion

With support from the education authority, Castlevew Primary School provided an excellent standard of education for its pupils. The school had made very good progress since the inspection and had made improvements in light of the inspection findings. The leadership and teamwork in the school provided an excellent basis for continued improvement.

The education authority will not publish further reports in connection with the 2013 HMIE report but will continue to work with the head teacher to ensure priorities identified during inspection and other quality improvement visits are taken forward.

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September 2015