

*Castlehill Primary and Enhanced  
Learning Resource  
Standards and Quality Report  
2022-2023*



## **Context of Castlehill**

Castlehill Primary, a two storey building completed in 1965, takes its name from the nearby site of the last Roman Fort on the Antonine Wall and is situated close to Bearsden Golf Course away from the main Bearsden thoroughfares. The playground is partly under grass and partly tarmac. The provision of school shelters is an added advantage during inclement weather. Adjacent to the school is an all-weather sports pitch. We are also lucky to have a sensory garden and an outdoor classroom within our school grounds.

Castlehill is a non-denominational, co-educational school. Our present roll is 174 pupils in mainstream classes and 22 pupils in the Enhanced Learning Resource (ELR). Our staffing compliment for session 2022-23 was 11.8 Full Time Equivalent in mainstream and 5.3 Full Time Equivalent in the ELR. In session 2022-23, a 7 class structure was in operation in the mainstream school and a four class structure in the ELR. Our mainstream class structure is for one class at each stage.

Our Scottish Index of Multiple Deprivation (SIMD) profile shows our school population includes families from a variety of socio-economic backgrounds. We have an SIMD of 3% in Quintile 1, with most (75%) of pupils living in Quintile 5. 13% of our pupils receive free school meals.

There have been no exclusions this session. The average attendance across the school in 2022-23 was 94.5%. Attendance this session can be shown to have a direct impact on attainment:

Castlehill has an Enhanced Learning Resource (ELR), which was established in 1998. The ELR supports children with a variety of needs from Bearsden and Milngavie as well as across East Dunbartonshire Council. Places in the ELR are allocated based on assessment by the Team Around the Child and in line with EDC processes.

Castlehill Primary and ELR was inspected by HMIE in November 2019. The school and ELR were graded as GOOD in both 2.3: Learning, Teaching and Assessment and 3.2: Securing Children's Progress.

Through regular self-evaluation, the school improvement plan is drawn together in consultation with staff, parents, pupils and stakeholders. Progress across the year is shared through assemblies, newsletters and at Parent Council meetings.

**The embedded document below details the Vision, Values and Aims at Castlehill, which underpin all that we do:**



Castlehill primary  
and ELR VV&A.docx

## Progress in School Improvement Plan (SIP) priorities

School priority 1: Raising Attainment in Literacy and Numeracy.	
<p><b>NIF Priority:</b> Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.</p> <p><b>NIF Driver</b> curriculum and assessment performance information</p>	<p><b>HGIOS?4 QIs</b> QI 2.3 Learning, Teaching &amp; Assessment QI 2.4 Personalised Support QI 3.2 Raising attainment and achievement</p>
<p><b>Progress and Impact:</b></p> <p>The school has made good progress with this improvement priority and is well placed to continue to build expertise in staff to raise confidence and skills in both Literacy and Numeracy for those children who are just on track, or not quite on track.</p> <p>All staff took part in, and were fully engaged in staff training, undertaken across the school year, focusing on:</p> <ul style="list-style-type: none"> <li>• features of high quality assessment, including summative assessment;</li> <li>• developing shared understanding of formative assessment;</li> <li>• effective approaches to peer and self-assessment and;</li> <li>• high quality feedback;</li> <li>• Effective use of Learning Intentions and Success Criteria.</li> </ul> <p>Quality Assurance, in the form of, learning walks and peer visits showed that in most classes, children were engaged, appropriately challenged and experienced a range of learning opportunities. Most staff are more confident to use a variety of formative assessment approaches within learning and adapt planning in the moment. Most staff are providing a high quality of feedback to pupils within the learning process using higher order questioning. Evidence through monitoring of Seesaw, shows that in most classes, children are posting their own work, using comments that describe their learning and identify next steps.</p> <p>A more rigorous and measured approach to targeted intervention was introduced this session. The targeted intervention was bespoke to each class. Benchmarks were used to identify children's strengths and where their next steps were. As a result, individual programmes of work were established and delivered by Pupil Equity Fund (PEF) staff. Most of the PEF teachers were flexible workers who increased their days. This meant that they had a greater knowledge of the pupils they were working with and approaches were embedded across all days of the week. A variety of electronic supports have been introduced, resulting in more children now working independently.</p> <p>Most staff are now confident in planning appropriate baselines measures, measuring impact of interventions and analysing results. Almost all children receiving targeted support made progress in their learning. The majority of children receiving targeted intervention in Literacy and some in writing and numeracy made significant progress that they are now on track.</p> <p>Almost all mainstream pupils in P7 have achieved second level or above in reading, writing, listening and talking and maths. Most pupils in P1 have achieved early level in reading, writing, listening and talking and maths. In P4, almost all children have achieved first level in listening and talking, most have achieved in reading and maths, and the majority in writing.</p> <p>Staff have started to engage in a more in depth level with the benchmarks. This has supported their transition information and professional judgements around children's progress across a level, including achievement of a level at P1, P4 and P7. This will be continued into next session, with staff using the benchmarks within the moderation cycle, supporting them to confidently track pupils progress across the levels.</p>	

Our writing leadership team engaged in training with a consultant from Talk for Writing looking at approaches to plan and teach non-fiction and poetry. The team continued to support staff through professional meetings, team teaching and peer visits to increase confidence in using the Talk for Writing approach to develop skills in writing across all genres. The team also supported some staff with tracking and assessment in writing. Self-evaluation and staff questionnaires confirm that almost all teaching staff are confident in the planning, delivery and assessment of writing, using the Talk for Writing approach within the genre of fiction writing. Most staff are confident with non-fiction and poetry, but this will need further consolidation in the new session. Analysis of writing attainment data shows that most children have made individual progress in writing.

Next Steps:

- Quality assurance next session will identify impact of the above staff training and development.
- Almost all children will be able to state what they are learning and why.
- Almost all children will be able to identify their next steps in learning.
- Additional staffing funded through PEF will provide targeted intervention in November, January and February.
- Use of benchmarks within moderation cycle.

**School priority 2: To develop a progressive and relevant skills based interdisciplinary programme**

NIF Priority  
Placing the human rights and needs of every child and young person at the centre  
Closing the attainment gap between the most and least disadvantaged children

NIF Driver  
curriculum and assessment

HGIOS?4 Qis  
QI 2.2 Curriculum  
QI 3.3 Increasing creativity and employability

**Progress and Impact:**

A working party has worked effectively to ensure that children will experience a progressive approach to Social Studies skills and is well placed to evaluate impact next session.

A working party of class teachers was established in August 2022. They looked at Building the Curriculum 3, the 4 contexts of Learning and definitions of highly effective Interdisciplinary Learning (IDL) to establish a clear understanding in IDL within the context of Social Studies themes. Current planners were evaluated, identifying what was working well, and what could be changed to be more effective in providing clear skills progression. It was decided that a progressive approach to developing skills within Social Studies would be a more effective start, before looking at IDL across the school.

Staff worked together to bundle experiences and outcomes into similar themes, identifying potential 'topics'. Pupils were consulted during Family Time on what 'themes' they would like to learn about.

The working party created a progressive planner for each of the 3 levels within Curriculum for Excellence (CfE) Social Studies, which provided staff with potential 'topic/theme titles', but ensured staff could be responsive to pupils' interests or relevant topical issues.

Early indications show that almost all staff are confident that children will experience a more progressive approach to the development of Social Studies Skills. The detail of this impact will be measured next session when the planning process will be used by all staff.

**Next Steps:**

Implement a similar approach to developing progressive planners for Expressive Arts

### School priority 3: To raise attainment in Health and Wellbeing, including increased family learning and partnerships

NIF Priority  
Improvement in children and young people's health and wellbeing  
Closing the attainment gap between the most and least disadvantaged children

NIF Driver  
school leadership  
parent / carer involvement and engagement

HGIOS?4 QIs  
QI 2.5 Family Learning  
QI 2.7 Partnerships

#### Progress and Impact:

The school has made good progress in engaging Parents in the life and work of the school. The wellbeing needs of children are being met effectively by approaches in class and through targeted interventions.

The East Dunbartonshire Wellbeing tracker was implemented with P4-P7 children in September 2022 measuring aspects of the SHANARRI wellbeing indicators. Analysis of information showed that almost all children reported positive social, mental and emotional wellbeing across all 8 of the SHANARRI indicators. A few children indicated concerns around class belonging, achieving in learning and appropriate levels of physical activity. Staff were responsive to this, planning more physical activity into weekly plans. Staff continue to ensure that children have opportunities to share an evaluation of their wellbeing needs in a variety of informal ways e.g. check-ins, specific sessions in class that facilitated discussions on wellbeing. Targeted interventions were set up for those children who shared low self-esteem or anxiety. Tracking of these groups (TIGs) showed that almost all children benefited from support and experienced a decrease in anxiety.

The Scottish Schools Health and Wellbeing Improvement Research Network (SHINE) was carried out with all P6 and P7 children in March 2023. Survey results showed that our girls were struggling with emotional regulation, pressure about school work; confidence and self-esteem; low happiness; friendship and appearance. These results were typical across the Cluster and EDC wide. Our newly appointed PEF Principal teacher ran sessions for the girls to looking to explore and positively develop the girls' sense of self-worth. Almost all (90%) of the girls are now feeling positive about their life, and all (100%) are happy with their overall health. Almost all (90%) feel good about their appearance. Almost of the group are now have high self-esteem, self-worth and confidence. Most (80%) are happy with their friendships, work still needs to be done to support this group in managing friendships. Almost all (90%) of them report they are feeling happier than from the start of the survey. Overall, the sessions for girls have had a positive impact in almost all of the girls and this will be something that will be embedded into Health and Wellbeing lessons next session

Let's Introduce Anxiety Management (LIAM) was put in place for a small number of pupils, with check-in sessions timetabled in for them once the formal sessions had been completed. All children who participated in the LIAM programme reported a decrease in anxiety and share that they now have tools to use when feeling overwhelmed.

ADHD and Autism workshops were delivered in the upper ELR classes. These sessions gave an overview of these hidden disabilities and explored effective strategies which could be used within different challenging situations. As a result, most children in the upper ELR classes are able to talk about their disability, how it impacts on their life and what strategies are effective to them in everyday life.

Young Carers delivered a workshop to all P4-7 pupils within a class at a time and as a result, bespoke support was put in place for individual children as required, with Young Carer Statements completed.

An Internet Safety session for parents was delivered on 7<sup>th</sup> Dec by the Head Teacher and Community Police. Parents engaged well and as a result, another session has been requested in the evening to

allow more parents to attend. As a result, incidents of online issues reported to the school have been minimal this session.

Workshops for parents ran throughout the month of May and June with guest speakers from: Speech and Language Therapy; Occupational Therapy; Social Work; Educational Psychology and Active Schools. Parents shared the value of these sessions and most attended all sessions. As a result, parents feel more confident to contact Service helplines and have an increased understanding of what support services can provide.

In response to information parents shared at the beginning of the school session, a working party was set up to provide parents with a tutorials and guides to help parents support their children at home. The working party was responsive the way in which parents stated they'd prefer this support.

- A maths glossary, including a breakdown of approaches used within Castlehill was created. This will be shared at the beginning of the new school session and the views of parents gathered.
- A tutorial on Talk for Writing was created with video links showing the key steps within this approach. This will be shared at the beginning of the new school session and the views of parents gathered.
- A step by step tutorial on how to use Clicker at home was created. 1-2-1 session with parents and their children were also set up to make the most of this resource in order for children to maintain their skills over the Summer. Parents experience of this will be gathered in August.
- A homework club ran from January until June, with targeted children often attending.

As a result, most parents shared that they are now confident in supporting their child in making progress with learning at home.

Tracking of parental and family attendance has shown that almost all children have had a family member attend class or wider school events. This has included assemblies, class showcases of learning, book week events, volunteering for cooking classes, Fun 31 or afterschool clubs. Attendance at parents' nights is high with almost all parents attending in all classes.

Next Steps:

- Refresh of school's Vision, values and aims, linking in with the reaccreditation of Gold Rights Respecting Schools Status.
- Continue to implement approaches to raising confidence, self-worth and self-image (linked with refresh of school values)

## Progress in National Improvement Framework (NIF) priorities

- **Placing the human rights and needs of every child and young person at the centre**  
As a Gold Rights Respecting School, the highest level of award, now since June 2018, we have fully embedded the principles of the UN conventions on the rights of the child into our school policies, practice and ethos, as outlined in the RRSA Strands and Outcomes. Two of our P7s represented Castlehill on East Dunbartonshire's My Voice, My choice pupil forum and earned 2 SQA credits by completing the Dynamic Youth Award.
- **Closing the attainment gap between the most and least disadvantaged children and young people**  
Our analysis of attainment data carefully identifies factors which influence attainment, especially those related to poverty. Initiatives are in place to reduce the cost of the school day. Targeted interventions are in place for those children whose attainment is impacted by poverty.
- **Improvement in attainment, particularly literacy and numeracy**  
Our more rigorous approach to targeted intervention this session has had a positive impact on attainment in literacy and numeracy: Almost all children receiving targeted support made progress in their learning. The majority of children receiving targeted intervention in Literacy and some in writing and numeracy made significant progress that they are now on track.

- **Improvement in children and young people's health and wellbeing**

As a school, we are highly committed to the positive health and wellbeing of all our pupils. Pupils across the school have interventions and supports in place to support their social, mental and emotional wellbeing. Most staff are skilled in using Emotion Coaching and an ethos of promoting positive relationships and restorative approaches are embedded across the school.

Our temporary PEF funded principal teacher ran anti-bullying sessions within all classes, sharing updates to our anti-bullying policy. As a result, almost all children have a clear understanding between the categories of: conflict; nasty behaviour; mean behaviour and bullying. They have a clearer understanding of the process followed should an allegation of bullying be made.

## **Achievement of Curriculum for Excellence (ACEL) data**

ACEL data at the end of June 2023 (Mainstream and ELR)				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	most	most
First level by end of P4	most	majority	most	most
Second level by end of P7	most	majority	most	most

Castlehill has been accredited as a Gold Rights Respecting school as well as recognition as a Digital Schools. We are due to go through it reaccréditation for Gold for the 3<sup>rd</sup> time at the end of next session. Castlehill was also awarded its 5<sup>th</sup> Green flag in session 2020-21. In session 2021-22 we were reaccrédited at a FairActive school. The school is currently working towards its Reading Schools accreditation.

## **Impact of Interventions for Equity and Pupil Equity Funding (PEF)**

Initial plans detailed in this year's School Improvement Plan (SIP) to use PEF money to adapt the environment in the infant corridor, creating free flow access from classrooms to a state of the art, high quality play environment for pupils was not feasible in terms of the amount of structural work that was required and the costings associated with this rejected.

Resources, equipment and training for staff was purchased to support targeted interventions in Literacy and Maths across the year. This included:

- Talk for Writing: Working group Training £425; Workshop £1,150; Poetry books £89.94
- Health and Wellbeing Resources: Seasons for growth Journals: £130
- Resources for Targeted Interventions: Nessy £330; Specialist scissors £34.60; Bug Club £1558.89; ED Shed £236.00; Headphones £254.55; Times tables Rock stars £175.20; Clicker £900; PTM testing £638; Mathsbox £60

Between January and April 2023 around £8000 of PEF money was used to buy in additional staffing to work in classes on targeted interventions, targeting pupils who, with extra support could be on track across different areas of Literacy and/or numeracy. This approach to intervention had a significant impact with almost all pupils making individual progress and the majority now on track.

- 65% of children receiving targeted intervention in talking and listening are now on track
- 51% of children receiving targeted intervention in reading are now on track
- 48% of children receiving targeted intervention in writing are now on track
- 45% of children receiving targeted intervention in numeracy are now on track

Remaining PEF funding was carried over into the new financial year to employ a temporary Principal Teacher from April – June 2023. She worked with staff to analyse outcomes from Targeted Interventions and collated results across the school. She also took data from our SHINE survey and delivered a bespoke programme for our P6 and P7 girls focussing on self-image and self-worth for our P6 and P7 girls.



## Self-evaluations of How Good Is Our School? (4<sup>th</sup> edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Choose an item.
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very good	Choose an item.
3.2 Raising attainment and achievement	Very good	Good

### Summary of School Improvement priorities for Session 2023/24

1. Raising attainment in literacy and numeracy.
2. Development of Expressive Arts progressive planners across Early, First and Second Levels.
3. Refresh of school's Vision, Values and Aims including reaccreditation of Gold Rights Respecting Status.

### What is our capacity for continuous improvement?

As a team at Castlehill, almost all staff are motivated by their own professional development and committed to collegiate working as we continue our journey of improvement. We provide a nurturing, challenging and supportive environment for our children and are committed to supporting all families. The staff team are dedicated to high standards and to improving outcomes for all our children. We are confident that our established procedures will continue to ensure appropriate support and challenge for children. Our revised tracking / monitoring and self-evaluation procedures puts us in a positive place to continuously improve.