

CASTLEHEAD HIGH SCHOOL



STANDARDS AND QUALITY REPORT

June 2022

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2022-2023. I hope that you find it helpful and informative.

Gordon Menzies

Head Teacher

OUR SCHOOL

Castlehead High School is a six-year non-denominational school in the Paisley area of Renfrewshire. The school's main catchment area covers Paisley West and the village of Elderslie. The school has three associated primary schools. The catchment areas are a mix of local authority, traditional and new housing in urban environments. Many pupils are bused to school from Elderslie. There is an active parent council that has been in place for many years

The school roll is projected to be 747 as of August 2022. The percentage of pupils claiming free school meals is 25%. The Scottish Index of Mass Deprivation (SIMD) profile is 53% from SIMD 1-3. We have 7% of our learners who are care experienced and 25% of our pupils have additional support needs (ASN).

Our aim is to ensure that every pupil in Castlehead High School has the right skills, the right attitude and the right qualifications that will allow them to succeed. There are thousands of different occupations, and we want our pupils to live our values and develop the confidence and belief to achieve their ambitions.

We want all our pupils to be proud of themselves, proud of their school and proud of their

OUR VISION, VALUES AND AIMS

Vision

Our vision at Castlehead High School is to ensure that every learner can build from a foundation of care, nurture, and respect to achieve the qualifications and acquire the skills they will need to flourish.

We want all learners to live our values and aims and be proud of themselves, proud of their school and proud of our community.

In session 2019-20 we undertook a full review of our school values and aims statements.

Values & Aims

Confidence

- Our school develops confidence, motivation and a desire to learn.
- Our learners have a 'can do' attitude and positive approach to learning.

Positivity

- Our school provides an encouraging and nurturing environment.
- Our learners are confident and have a positive attitude.

Resilience

- Our school values promote emotional health and mental wellbeing.
- Our learners have the ability to learn from their mistakes and 'bounce back'.

Success

- Our school provides a curriculum that is relevant and promotes high levels of attainment and achievement.
- Our learners are motivated and engaged in a wide range of curricular and extra-curricular learning opportunities.

Honesty

- Our school has a nurturing environment where learners can express honestly and openly how they feel.
- Our learners experience trustful and positive relationships.

Learning

- Our school strives to be a safe environment where everyone can learn.
- Our learners are developing the skills and acquiring the qualifications they will need to be the best they can be.

Respect

- Our school values and aims respect all members of our community.
- Our learners feel cared for, supported and included.

SUCCESSSES AND ACHIEVEMENTS

Leavers Destinations

- 94.3% of our leavers go on to a positive, post-school destination. This is an increase from previous years. Skills Development Scotland (SDS) staff are a key part of our pupil support team within the school and play a vital part in supporting our young people to guide them into further study, training or employment. Over 40% of our leavers move on to Higher Education with nearly a quarter of leavers moving to further education or employment respectively.

Attainment (BASED ON MOST CURRENT Insight DATA, Feb 2022)

Literacy and Numeracy

- At S5 we are 4% above our virtual comparator school for Level 4 Literacy, and 9% above our virtual comparator (VC) for Level 5 Literacy (Levels 4 and 5 align with National 4 and 5)
- One of our key aims has been to ensure that almost all pupils leaving Castlehead attain a minimum level 4 in numeracy and literacy. This has been achieved with 98.8% of our pupils achieving Level 4 literacy, and 94% have achieving Level 5 literacy, both above our VC.
- For S5 we are 4% above our virtual comparator school for Level 4 Numeracy, and 2% above our virtual comparator for Level 5 Literacy and Numeracy (Levels 4 and 5 align with National 4 and 5)

Sporting

We are very proud of our sporting achievements and this year we have even more successes to talk about which shows the commitment of our staff and young people whilst coping with the issues surrounding the global pandemic. We take great pride in celebrating achievements of our young people in and out of school.

- One of our S1 and one of our S3 pupils successfully won the Scottish Football cup with their respective club teams.
- One of our S3 pupils recently won the Scottish Championships at her age group for Karate.
- One of our pupils won gold at the Scottish Schools Swimming gala.
- One of our S3 pupils won 3 gold medals at the Renfrewshire Athletics championships.
- The S1-3 Castlehead Athletics team topped the medal table at the recent Renfrewshire Athletics Championships, beating all other Secondary schools in the authority.

Science

Our young S1 scientists took part in the British Science Week poster competition. Five were shortlisted to represent Castlehead HS in the final and although at time of writing we are still waiting for results, we are extremely proud of their achievements.

Creative

Partnership working is a key feature of our school and a great example of this is within our Art department. We have well established links with Glasgow School of Art both to support our curriculum delivery and to guide our university applicants into portfolio development.

- The school continues to have close links with Glasgow School of Art (GSA) as a school of creativity where this partnership allows S1 and S2 pupils to visit GSA. Our senior pupils receive bespoke portfolio support from GSA tutors and GSA and Art department staff led an extremely successful Creativity Week.
- A former pupil, who is co-creative lead on a project for Creative Industries N5 where pupils were given the opportunity to participate in a live brief for the Royal Society for the Protection of Birds designing an exhibition for endangered birds. This exhibition will travel around Scotland in the coming months.

Music

- One of our pupils won the Renfrewshire Young Musician of the Year and went on to represent the LA at the National Young Musician of the year, achieving the prize for first runner up.

School

- We have continued to monitor pupil access to digital technology to support learning at home and have provided devices to several pupils.
- We have provided pupils with training in the use of assistive technology to support their learning and made increased use of digital technologies to support assessment.
- We achieved a Bronze LGBT Charter Mark for our considerable work in raising awareness and promoting inclusion and diversity. This was well supported by the Alphabetty Spaghetti club, our LGBT pupil group.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- We have introduced a range of leadership opportunities for teaching staff through the introduction of project leader posts for identified school priorities. These have had a positive impact on pupil learning, engagement and have supported pupils to secure positive post-school destinations.
- We have introduced a stand-alone post of Principal Teacher of Support for Learning, which has had a positive impact on our learners, and has significantly increased our capacity to provide pupils with targeted support and interventions to support their learning
- We continue to support staff at all levels to self-evaluate and develop their leadership skills through in-house professional learning and external accredited courses. This session 4 members of staff have completed the Education Scotland 'Aspiring to Middle Leadership Programme' and 3 members of staff have been successful in securing internal and external middle leadership positions.
- Distributed leadership opportunities are provided for all staff through collegiate and collaborative improvement groups including literacy, numeracy, health and wellbeing, Digital Learning, SCQF Ambassadors, LGBT and Rights Respecting School. This has ensured all staff are empowered to lead aspects identified in our school improvement plan to create a culture of inclusion that supports excellence and equity.
- Our young people continue to develop their leadership skills through Duke of Edinburgh, My World of Work Ambassadors, Mentors in Violence Prevention ambassadors and the Pupil Senate, with two of our senior pupils being trained by Child Bereavement UK and forming pupil led support groups for Castlehead pupils who had experienced bereavement

Teacher Professionalism

- All staff have participated in a Visible Learning training programme that will be completed over three years. Visible learning provides school leaders and teachers with enhanced knowledge and tools to further understand, evaluate and maximise impact on pupil learning and progress. As a result, our young people receive quality feedback which enables them to plan for next steps in their learning.
- We have introduced ClickView, a digital platform to support learning at home for pupils and as a professional learning resource for staff. This has been used regularly to share good practice and continue to develop the digital literacy skills of staff.
- All of our Newly Qualified Teachers have engaged in a programme of in-school and Local Authority professional learning and enquiry, which has supported them to deliver a consistently high quality of learning and teaching for our pupils.
- Our Promoting Positive Behaviour and Learning and Teaching working groups have implemented our 'routines for readiness to learn'. All staff have engaged with training to support the consistent roll out of these routines.

Parental Engagement

- Following parent/carer consultation, we delivered a programme of online parental engagement workshops focused on empowering parents to engage with and support their child's learning. Workshops were offered in the key areas of Literacy, Numeracy, Mental Health and Wellbeing and the use of Digital Platforms. Almost all parents/carers who engaged with workshops reported increased confidence in supporting their child's learning at home.
- In light of ongoing Covid-19 restrictions, virtual parent's evenings were introduced using the platform 'Parents-Booking'. Most parents who engaged with these found the parent's evenings beneficial.
- We have improved our communication with parents following reports and parents' evenings through the introduction of follow up forms after each report using Microsoft Forms. These have allowed staff and parents to follow up on any issues or concerns identified through the report. This has supported our learners further with their attainment and achievements.
- We have made increased use of 'Parent Portal', which has allowed Parents to have easy access to key information including attendance and reporting at any time.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Assessment of Children's Progress

- Following the Alternative Certification Model last session, teachers at CHS have become more skilled at moderation in the Senior Phase. As a result, data in the Senior Phase has become more robust when tracking and monitoring learners progress. This means that identified interventions are put in place earlier to support our learners.
- Our Pupil Support staff continue to use a range of information to support learners and pupils with barriers to learning. This allows for the appropriate supports to be put in place to support our learners to become independent and resilient learners.
- Reporting on progress within the Broad General Education (S1-S3) has been an area of improvement and as such we have implemented a new, streamlined system to tracking and reporting pupil progress within the Broad General Education. This will mean that parents and carers will receive reports that will enable them to support their child's learning and for the child and parent to understand progress and next steps to learning.
- Though partnership with SLT and Project Leader of Employability and Skills Development Scotland, proposed and sustained positive destinations are being tracked across the school from S4-S6 to ensure all (or almost all) pupils are supported to progress to a positive post school destination.
- Through our Pathway Classes in the Senior Phase, INVEST have contributed to developing the skills for work of our young people through organising work experience, CV workshops and guest speakers.
- Inclusion Support Assistant has provided one to one and group work to build the confidence and engagement of targeted groups of pupils.

School Improvement

- To realise our aim of providing a curriculum that is relevant and promotes high levels of attainment and achievement, our Project Leader of Employability has worked with Departments and Faculties to promote and explore opportunities to connect learning to employability and as a result we have increased levels of motivated and engaged pupils through focussing on participation. Next session we hope to see increases in a wide range of curricular and extra-curricular learning opportunities.
- Our Project Leader of Wider Achievement has promoted a whole school programme of universal wider achievement opportunities and extra-curricular clubs to all pupils, parents, and partners.
- Our PSE lessons continue to have an early focus on mental health and wellbeing which is supported by our new Mental Health Policy.
- The Exchange Counselling Service continues to be a vital in-school service for our young people to receive support with their wellbeing which might otherwise be a barrier to learning.

Performance Information

- School staff at all levels continue to utilise in-house and local authority data packages to support our young people.
- 44% of Castlehead pupils are going on to further education. This is the highest number of pupils to achieve this pathway.
- 94% of Pupils achieved a Positive Destination in further education, apprenticeships, or work.

PUPIL EQUITY FUNDING

Pupil Equity Funding was introduced by the Scottish Government to provide targeted support for children and young people affected by poverty to achieve their full potential. When this was introduced, Castlehead High School consulted fully with all stakeholders to identify agreed focus areas for these pupils. The school self-evaluation process assisted in the allocation of the PEF budget and the identified areas for improvement.

We have supported our pupils affected by poverty in a range of different ways. These have included targeted curriculum support working with external partners to provide appropriate opportunities for specific pupils. We have also identified areas within our own curriculum where additional staffing has supported literacy and numeracy needs across the targeted group of pupils.

We continue to track the impact of the interventions put in place while evaluating the success of these interventions.

Moving forward, we will focus on the following next session:

- We will increase the size of pupil support teams to ensure that targeted pupils particularly can get support when they need it.
- We will continue to focus on developing literacy skills through the introduction of an identified specialist to support targeted pupils.
- We will continue to work closely with external partners to support additional curricular opportunities both within Castlehead and out with in the local community.
- We will change our Pupil Support structure to a house system in order to allow for earlier staged interventions and smaller caseloads so that targeted pupils will be supported better.
- We will provide an enhanced nurture provision both targeted and universal across the school, with a clear focus on pupils from SIMD 1-3 in the BGE.

KEY STRENGTHS OF THE SCHOOL

- We are inclusive and nurturing in our approaches to supporting our learners.
- We prioritise the needs of all our learners.
- Our key focus is on improving the experiences and outcomes for all our learners.
- We work closely with our cluster schools to ensure that we prepare our young people and families for the transition to Castlehead High School.
- Almost all our young people move on to a positive sustainable post school destination.
- We work hard to engage with our families to support our learners every day.

OUR NEXT STEPS – PRIORITIES FOR 2022-23

The challenges associated with the Covid 19 pandemic continued to affect our progress and our ability to achieve all our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2022 – 23. We will use the improvement priorities listed below to build on this progress moving forward.

- ★ Improve our whole school approach to literacy and numeracy, including assessment and moderation
- ★ Improve attainment across all key measures.
- ★ Change our pupil support structure to better support all pupils.
- ★ Consult on curricular model change across the BGE and Senior Phase
- ★ Ensure that all our learners are safe, secure and supported in their health and wellbeing.
- ★ Prioritise the needs of all our learners, in particular target areas of: attendance, exclusions, relationships and closing the poverty related attainment gap.
- ★ Continue to develop strong partnership working with our parents and carers to enhance supports for our pupils.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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Castlehead High School

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.