

**Castleview School**

### School Improvement Plan

**Session 2023-24**

# Vision, Values and Aims

In Castleview School we are committed to:

Children’s rights

Social inclusion

Raising achievement

Quality services

In carrying out all aspects of our work, committing to the school’s vision and values, we:

* Act with integrity, compassion and mutual respect
* Value diversity, promoting social inclusion and equity– in an environment where everyone is welcome
* Work collaboratively with the key people in our children’s lives e.g. parents, social workers, therapists and other health service professionals

**We aim to:**

* Provide a happy, secure and nurturing learning environment for all
* Raise achievement through an appropriate, challenging and stimulating curriculum
* Develop skills for independent living which whenever possible will allow the children and young people to become active citizens in their own communities
* Promote the important partnership between schools, parents, children and young people and the wider community
* Ensure each person is a valued and respected member of our school community

## We are a learning organisation capable of continuous improvement – aspiring to provide an excellent quality of learning and teaching, within a rich and nurturing environment where all pupil needs can be met.

##### Context

Castleview School is one of the schools located in Raploch Community Campus. Castleview provides education for children with a wide range of severe and complex additional support needs. The children who attend Castleview School live throughout the local authority and many travel to school in transport funded by the authority. Historically nursery and primary pupils on the Campus have had the opportunity, as appropriate, to work alongside each other e.g. playing together in our large outside space, coming together for Makaton Choir or for various curricular opportunities. We also work in partnership with our secondary colleagues and pupils at Ochil House, within Wallace High.

Teachers and Support for Learning Assistants (SLAs) work very closely with allied health professionals such as our physiotherapist, speech and language therapists and occupational therapist to meet the children’s needs. Forth Valley Health employs a paediatric specialist nurse who works in specialist schools and provisions, including Castleview School. School staff will work very closely with the nurse and wider health teams to ensure that complex health needs are met, appropriate to each pupil.

Highly specialist experiences and resources are core to meeting the needs of our pupils, and reducing barriers to learning. Our school’s design and facilities maximise the potential for each child. Opportunities to support the physical development needs of pupils are very well met with access to hydrotherapy, rebound therapy, soft play and with valuable adaptations such as accessible playground equipment. Additional specialist provision includes access, as appropriate, e.g. we are currently PEF (Pupil Equity Fund) funding music therapy and a PEPAS post (Physical Education, Physical Activity and Sport). We have a specialist PE teacher providing input a block each year and we have weekly sessions with Big Noise – supporting music education for all classes as well as leading our Makaton Choir. Being based in the heart of the Raploch community allows us to have strong links with our local community groups as well as allowing for easy access to inclusive play spaces, such as, King’s Park and to offer life skills opportunities, such as, shopping or using the post office.

# The Self-Evaluation Process

During the year teachers have regularly participated in self-evaluation both formally and informally, evidence of pupils’ learning and teachers’ professional judgments and in depth discussions about pupils is integral to how we work on an ongoing basis. Teachers’ collegiate work and approach to self-evaluation will be a very strong focus of our work going forward. How Good is our School 4: quality indicators were used by staff as a tool for self-evaluation. A full review of last year’s school improvement plan was carried out and consultation with staff, parents and children informed our priorities for our Improvement Plan and priorities for our PEF.

In February 2020 we were part of a Validated Self Evaluation visit. It was identified that the leadership team had a very good understanding of their staff, children and families and with shared language and approaches and worked towards a shared goal and vision for school. Feedback from all partners identified a culture of true partnership working. It is expected that we will be part of an authority level ASN review this year.

**Improvement Planning Overview 23-24**

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| **National Improvement Framework Priorities** | **HGIOS 4 & HGIOELC Quality Indicators** | **Regional Improvement Collaborative Priorities** |
| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   **Key drivers of improvement**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | 1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change \*  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life and learning | * Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all. * Work together to strengthen and improve teacher confidence, understanding and teaching of numeracy. * Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion. * Provide professional learning that helps drive forward collaborative leadership at all levels. * Ensure performance information and improvement approaches support raising attainment for all. |
| **Children’s Services Plan Outcomes** |
| **Some key outcomes are:**   * The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced. * All children thrive as a result of nurturing relationships and stable environments in their own school and community. * Children, young people and their families are respected as equal partners in decision making and planning. * Children’s and young people are mentally and emotionally healthy. |
| **‘The Promise’ – Plan 2021-2024** |
| * School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early. |
| **Improvement Priority**  What will we do? | **Impact**  What difference will it make? | **Measurement**  How will we know? |
| **Castleview will design and deliver a range of innovative and engaging STEM experiences.**  **HGIOS 1.2, 1.3, 2.2, 2.7** | Learners will experience a wide range of opportunities for creativity, exploration and problem solving. | Planning and assessment documents will evidence increased engagement in STEM based discovery learning. |
| **Castleview will become a school which demonstrates full understanding and implementation of the Nurture Principle ‘The Classroom Offers a Safe Base’ and the principles of ‘The Promise’.**  **HGIOS 2.3, 2.4, 3.1** | Learners’ capacity will be maximised by having access to strong relationships with staff who are well informed about trauma and attachment and where nurture is a clear guiding principle. Pupils who are care experienced will have their needs met by staff who are knowledgeable about ‘The Promise’. | Data collected from staff and pupils will reflect increased awareness of attuned responses and positive relationships. |
| **Castleview will offer a highly specialised programme of physical wellbeing opportunities.**  **HGIOS 2.2, 2.4, 2.7** | Learners will participate in bespoke physical wellbeing opportunities with multi-disciplinary devised outcomes tailored to their individual needs. | Qualitative data in the form of learner stories will be collected across the year, by the delivery team. |

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| **Improvement Priority 1**  **Castleview will design and deliver a range of innovative and engaging STEM experiences.**  **HGIOS**  **1.2 Leadership of Learning** All staff participate in individual and collective professional learning which improves outcomes for learners. There is a very strong focus on improving learning among staff across the school.  **1.3 Leadership of Change** The vision of the school is ambitious and focuses on improvements in outcomes for all. All staff are committed to change which results in improvements for learners. Practitioners have systematic opportunities to review and refresh their pedagogical practice.  **2.2 Curriculum** Time is protected for professional learning and collegiate working to develop the curriculum and consider its impact on children and young people. School leaders provide clear direction through a manageable and ambitious long-term plan for the ongoing development of the curriculum.  **2.7 Partnerships** The school jointly plans and evaluates shared projects with partners. The school and partners share skills, knowledge and experience and take part in joint professional learning opportunities. They learn from effective partnership practice elsewhere. | | | | | | |
| **Impact**  Learners will experience a wide range of opportunities for creativity, exploration and problem solving. | | | | | | |
| **Key Actions + Milestone Dates** | | **Priority Leader** | **Evaluation/ Analysis of Progress and Impact** | | | |
| Develop knowledge and skills in the delivery of STEM curriculum – science, technology, engineering and mathematics.   * Debbie Calway to attend the SSERC training across the school year, to be able to facilitate and mentor STEM development in school (Aug 23 -May 2024) * STEM development sessions to be included within collegiate and INSET calendar (Nov 23, Feb + May 24) * STEM focus to be highlighted within school IDL planner (across year) * STEM workshops to be provided through partnership working, e.g. Engine Shed, local secondary school (dates tbc) * STEM sharing – stay and play sessions for school families to be hosted by each class (Mar - Apr 24) | | PT  +  Debbie Calway |  | | | |
| **Improvement Priority 2**  **Castleview will become a school which demonstrates full understanding and implementation of the Nurture Principle ‘The Classroom Offers a Safe Base’ and the principles of ‘The Promise’.**  **HGIOS**  **2.3** The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. Staff access and apply relevant findings from educational research to improve learning and teaching.  **2.4** Children requiring additional support have high quality individualised and meaningful progression pathways. Learners’ needs are identified through robust assessment information including specialist input where required. Effective partnership approaches are embedded within planned programmes and support processes. There is a strong ethos across the school to minimise the impact of potential barriers to learning.  **3.1** The whole learning community has a shared understanding of wellbeing and the children’s rights. All stakeholders promote a climate where children and young people feel safe and secure | | | | | |
| **Impact**  Learners’ capacity will be maximised by having access to strong relationships with staff who are well informed about trauma and attachment and where nurture is a clear guiding principle. Pupils who are care experienced will have their needs met by staff who are knowledgeable about ‘The Promise’. | | | | | |
| **Key Actions + Milestone Dates** | | **Priority Leader** | | **Evaluation/ Analysis of Progress and Impact** | |
| Develop knowledge, skills and values around the importance of positive relationships and attuned responses   * INSET session on Equity, relationships and achievement’ with Jacqui Ward (Aug 23) * CPI training (Crisis Prevention Institute) to develop appropriate responses around distress and dysregulation (Aug/Sep then Nov 23) * Trauma and attachment input – collegiate session with Gerry Diamond (Sep 23) * Collegiate activity then session with Children with Disabilities team to lead discussions on ‘The Promise’ (Feb 24) | | HT  +  Vicky Stobie | |  | |
| **Improvement Priority 3**  **Castleview will offer a highly specialised programme of physical wellbeing opportunities.**  **HGIOS**  **2.2** All stakeholders contribute to the rationale, design and ongoing development of the curriculum. Everyone understands what the school is trying to achieve through its curriculum. Planning for progression in children and young people’s learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time.  **2.4** Children requiring additional support have high quality individualised and meaningful progression pathways. Learners’ needs are identified through robust assessment information including specialist input where required. Effective partnership approaches are embedded within planned programmes and support processes. There is a strong ethos across the school to minimise the impact of potential barriers to learning.  **2.7** The school can demonstrate the impact of partnerships through improved outcomes for learners. Feedback from partner organisations indicates strong and effective relationships with the school. | | | | | | |
| **Impact**  Learners will participate in bespoke physical wellbeing opportunities with multi-disciplinary devised outcomes tailored to their individual needs. | | | | | | |
| **Key Actions + Milestone Dates** | **Priority Leader** | | | | **Evaluation/ Analysis of Progress and Impact** | |
| Staff team to develop knowledge and skills and develop new partnerships to enhance the wellbeing opportunities within Castleview.   * PEPAS, Fiona Donald, and Physio, Sarah Mayberry, to support ongoing development of staff team in delivering swim sessions. Fiona and Sarah to create Learning Stories for identified pupils. (Aug 23 – May 24) * Enhanced delivery of Rebound Therapy – trained staff to attend refresher and two new staff to be identified for full training. (November 2023) * Develop access for identified pupils, to attend appropriate mainstream PE opportunities, working with the Raploch PEPAS. (Across year) * Work with Active Stirling team to develop curricular and extra curricular opportunities for all pupils. (Across year) | HT  +  PT | | | |  | |