**Castleview School Standards and Quality Report**

**Session 2022-23**

**Introduction**

This Standards and Quality Report for Castleview School provides information on the school’s work during session 2022-23.

All schools are required to have an annual school improvement plan (SIP) which sets out what the school hopes to achieve. The SIP has targets designed to improve our work with the children. These take account of our school aims and local and national priorities set by the Scottish Government for all schools. The Government body, Education Scotland, is responsible for supporting quality and improvement in schools. Her Majesty’s Inspectors of Education (HMIe) are part of Education Scotland.

Castleview School is registered to make provision for children under the age of 5 and currently we have two children of preschool age. We are therefore subject to monitoring and review by the Care Inspectorate, which ensures the quality of provision for children under 5. The last inspection by the Care Inspectorate was carried out in October 2022. The full report is available from the school or on the Care Inspectorate’s web-site <http://www.scswis.com/>

**Context**

Castleview is located in the Raploch Community Campus alongside Raploch Primary, Our Lady’s Primary and Raploch Nursery. Castleview provides education for children with a wide range of severe and complex additional support needs. The children who attend Castleview live throughout the council area, with one pupil coming from a neighbouring authority, and most travel to school in transport provided by the authority. One pupil has a split placement with their local mainstream school. There has been a gradual return to pre-Covid activities and we now use the campus setting more widely again, mix with pupils from the other schools and host shared activities such as Makaton Choir. We are now returning to going on outings to support our learning and offer breadth of experiences

Significant work is ongoing to ensure parents feel welcomed into the school environment as this has been seen to be one of the very noticeable areas of impact from Covid. We have moved to offering on-site meetings wherever possible, while supporting virtual meetings as required. Parents have been invited in to numerous events, for example to join in with their children at a St Andrew’s event and to share an IndepenDance theatre event but also to come in for sessions with other parents, e.g. attending a session designed to support mental wellbeing with Joanna Grace, to speak to the Carer’s Coalition and to weekly chair yoga sessions.

Mitigations are almost entirely removed around the supports from our colleagues in the NHS with our therapists being on-site regularly, and no longer requiring masks. Where last year we had re-introduced hydrotherapy only where clinically required, we are now engaged in a substantial hydrotherapy programme, with our physiotherapist and our new Active Stirling PEPAS co-ordinator working collegiately to ensure a very robust and equitable, offer to all pupils.

Teachers and Support for Learning Assistants (SLAs) have continued to work closely with Physiotherapy and Occupational therapy to meet the needs of our children. Access to Speech and Language Therapy had increased due to the return of one of our colleagues, however further changes in their staffing team have led to some reduction in service again. NHS Forth Valley Children's Community Nursing Team provides support to specialist schools and provisions including Castleview although there have been some changes to the requirements of other schools which has reduced the time on site for us and we have highlighted that greater access would be beneficial for the physical wellbeing of our pupils.  This year there has been a successful introduction of the dietetics service for pupils who are tube fed, meeting pupils in school instead of at FVRH – this has been a highly successful way to offer this service, improving attendance for pupils and reducing stress on parents. This builds on the ongoing work from the orthotics team the previous year. These supports are all given in partnership with parents and education staff to ensure the health needs of the children are met in a way that ensures minimum disruption to the lives of pupils and their families.

Across the 2022-23 school session staffing has been more stable than the previous year, with the Head Teacher working, as planned, across Castleview and also Ochil House (as Strategic Lead). The Principal Teacher (Deputising) was in place until mid-May 2023 when she went on maternity leave. An Acting Principal Teacher is in post. Staff absence, with Covid guidance still impacting, has been challenging, but Ochil House and Castleview are increasingly supporting each other where possible, as a Complex Needs Service. There have been some disruptions to learning due to industrial action. At Castleview we are in the position to recruit to several permanent posts ready for session 23-24, both for teaching and support staff. While this has been a busy and challenging time it has been well supported by more senior leadership within the council and by the school staff team.

**We will**:

* Act with integrity, compassion and mutual respect.
* Value diversity and promote social inclusion – in an environment where everyone is welcome.
* Work collaboratively with social workers, therapists and other health service professionals and all others supporting our children.

**We aim to:**

* Ensure each person is a valued and respected member of our school community
* Raise attainment 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
* Provide a happy, secure and nurturing learning environment for all.

We aspire to becoming a learning organisation capable of continuous improvement – renowned for the excellent quality of learning and teaching, care and welfare support.

**Key priorities for 2022-23**

Castleview will plan and deliver a curriculum which is highly attuned to the needs of individual pupils.

**HGIOS 1.3, 2.2, 2.3 and 2.4**

Castleview will become a school which demonstrates full understanding and implementation of the Nurture Principles ‘The Classroom Offers a Safe Base’ and ‘All Behaviour is Communication’.

**HGIOS 2.3, 2.4 and 3.1**

Castleview will design and deliver a range of opportunities for our school families.

**HGIOS 2.7 and 3.1**

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| **Progress** | **Impact** | **Next Steps** |
| Castleview will plan and deliver a curriculum which is highly attuned to the needs of individual pupils.  **HGIOS 1.3, 2.2, 2.3 and 2.4** | | |
| We continue to use the framework for transition discussions, which helps look at the parents’ view of their child as a learner.  Across the year our allied health professionals have offered a range of supports, especially for our support staff, also utilising days of industrial action very effectively to offer unexpected additional professional learning opportunities. Occupational Health and Physiotherapy led sessions have developed knowledge and understanding of sensory processing, how to support gross and fine motor skills work, how to support learners in the water.  All pupils have individualised planning in place for Health and Wellbeing, Literacy and Numeracy, as well as their suite of GIRFEC paperwork, care plans etc. Each child has a full plan covering all their needs which takes into account the input of the team around the child. Parents have significant opportunities to discuss their child’s curriculum across various communications, both formal and informal.  Teaching staff all had the opportunity to engage with our EP team across several sessions within the school year to support use of the ‘Model for Improvement’ to reflect on the process of small tests of change.  The unexpected addition of a two day a week seconded EYO post to Castleview, to support our nursery pupils, supported our ongoing work in supporting learning through play and brought about the development of a suite of supportive ‘play tile’ documents. | This, alongside our care plans, feels like a more holistic picture is created of pupils, and that questions about the learning undertaken at home, and valuing this learning, is also a key stage in building positive relationships with families.  Our school team are benefiting from improved confidence across their own skills after significant input from the physiotherapist, occupational therapist and our new Active Stirling PEPAS. There is notably higher expectations for our learners in terms of physical aspects of curriculum, particularly in terms of hydrotherapy goals. Numerous learners are showing a clear increase in water confidence – positive feedback on this comes from the staff, outside agencies and parents as well as the pupils.  Parents report feeling well informed about their child’s learning. Children have well planned learning opportunities where staged intervention goals link very clearly to curriculum planning.  Teachers all used the format explored to fully consider a change within their class. Initially there was a sense of unnecessary workload around using the model but as it progressed there was more of a sense of value form the process of tracking the change more closely.  Play knowledge among staff working with the EYO was extended. We now have a bank of play tiles to explore as we work with pupils this year. | Further development of risk assessments that better support health needs, will allow for the picture of each pupil to be robust and value pupil experience across settings.  A continued focus on nurture and attunement will be highly beneficial for our pupils. Continuing to work closely with our health professionals is key to this. Continuation of the PEPAS programme is planned for and will be funded by PEF.  We will continue to develop individualised paperwork to ensure it meets the needs of pupils while also reviewing our processes to ensure it is effective and impactful but not excessive.  While we will not formally include this process in planned collegiate etc, staff felt that they would still normally use the basis and would be more likely to contact EP service for support with this.  The EYO seconded to us has now been recruited on a permanent basis as part of our core SLA team for three days a week. We will look to continue to develop our knowledge and skills, through a modelling approach, of play based learning and what that means for our learners with complex additional support needs. |

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| **Progress** | **Impact** | **Next Steps** |
| Castleview will become a school which demonstrates full understanding and implementation of the Nurture Principles ‘The Classroom Offers a Safe Base’ and ‘All Behaviour is Communication’.  **HGIOS 2.3, 2.4 and 3.1** | | |
| Collegiate time with teaching staff was spent discussing nurture principles. One teacher took forward work on understanding trauma and attachment and produced and led a collegiate session on this, with consultation undertaken with the EP. Less time was spent on this than planned, with staff absence impacting.  The majority of teaching staff were able to undertake visits to other education settings within the ASN sector.  EP input was ongoing and highly supportive to develop understanding around key pupils. | There are a number of teaching staff who have a keen interest in the work of nationally and internationally acclaimed professionals in the field of trauma and attachment. There is a clear sense of shared collegiate development, with staff undertaking this within their own development time, and enjoying in depth discussions about this field.  Staff found visits positive and informative but further work is requ8ired to see fuller impact.  Class teachers were able to work with class teacher as appropriate and information was cascaded to support for learning assistants. This noticeably provided more consistency in approach and reduced instances of distressed behaviours. | Planned focus to look purely at ‘The Classroom Offer a Safe Base’ in SIP 23-24.  Session booked for a collegiate led by Gerry Diamond.  Sessions booked for CPI training for all staff.  Further visits to other settings to be undertaken for teachers who do not do so. Visits are planned for early session 23-24  Greater RIC involvement will support this further.  EP input will be ongoing and supports sought as required. |

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| **Progress** | **Impact** | **Next Steps** |
| Castleview will design and deliver a range of opportunities for our school families.  **HGIOS 2.7 and 3.1** | | |
| Parental sessions x2 with Joanna Grace re emotional wellbeing were held. These were virtual but with a daytime opportunity to share the experience at Castleview, with parent peers, lunch provided etc…  There were a number of sessions with Lynne Fellingham re yoga and mindfulness.  There was a session with cluster family worker re financial supports  Re-introduce community coffee mornings, strengthen links with families, campus and non-campus community.  Activity vouchers were made available for the cinema and a play area. | These sessions were very positively regarded with parents who attended feeling that their experiences were understood and that Joanna and their peers were highly supportive.  The yoga sessions had several parents attending each week and then enjoying coffee afterwards in school. Parents reported positively on the experience and this felt like a key step in undoing some of the issues created by covid, where families linked the opportunity to network.  This was well attended and parents found it helpful. There were a number of parents who felt able to discuss referral and supports.  Coffee mornings have been re-introduced and well attended. These have been linked to school events and also consultation activities, e.g. Active Stirling sportability sessions. This has supported the development of a summer holiday programme which was implemented by Active Stirling at the Peak this summer.  Parents didn’t engage with this offer particularly strongly. Vouchers were gifted more generally but few had been requested. | Planned parent groups for Session 23-24 with Brian Smith re music therapy and with Danica Meiklejohn re Bookbug/play. Sarah Mayberry will support a session re positioning.  More yoga sessions to be offered.  This session will be repeated annually.  An annual calendar of events is being created with parents being invited in for sessions along with pupils and for gatherings just for them  There are no plans to continue this. |