

Standards, Quality and Improvement Plan



Happy Healthy Learners

Standards and Quality Report for session: 2017 - 2018

Improvement Plan for session: 2018 - 2019

Context Of The School

St Crispin's is a non-denominational school located in southeast Edinburgh, providing special education for pupils aged 4-18. Pupils who attend St. Crispin's require a significantly modified learning environment. The needs of our learners are primarily associated with complex learning disability and autism.

St Crispin's School is located in South East Edinburgh and serves a wide area with learners travelling from all areas of the city. The facilities within St Crispin's are becoming less suitable to meet the demands of the increasingly complex needs of our learners and the increased demand for places. However there are plans in place for the development of a new purpose built school to be sited in the Burdiehouse area of Edinburgh with a proposed entry date of 2020.

We have nine classes, five primary and four secondary; the maximum school roll is 54. There are nine class teachers, one of whom is a full time Principal Teacher and another 2 are part time Principal teachers. The Senior Leadership Team consists of the Head Teacher, Depute Head Teacher, Acting Depute Head Teacher and Business Manager. We have specialist teachers in P.E., Art and Music. We have nursery nurses (6.83 FTE)and pupil support assistants (27.31 FTE) .

We work very effectively with a wide range of support services and partner agencies including Speech and Language Therapy, Occupational Therapy, Educational Psychology, Child and Adolescent Mental Health, Community Learning Disability Nursing and Social Work (Disability).

We have an active parent council and parent fund raising group. The school has attained charitable status through the 'Friends of St Crispin's'.

St Crispin's was inspected by HMI in April 2017. The inspection team found the school to have strength in the areas of developing children and young people's communication skills, working well with parents and partners, and in the range of achievements that help children and young people develop skills for life beyond school. The inspection highlighted areas of concern around the management of behavior, self-evaluation and the planning of lessons to provide sufficient challenge for all children and young people. The inspection team returned in November 2017 and found that the school had made some progress since the initial inspection but would return within a year to further evaluate the progress of the school.

The school has been a Green Flag Award holder for ECO Schools since 2007 and has renewed this status most recently in 2016. Bronze level for the Visual Support Project was achieved in 2017.

St Crispin's is becoming a Rights Respecting School. The staff at St Crispin's act as the duty bearers to ensure the children can enjoy their rights.

At St Crispin's School, we aim to:

1. Provide a welcoming environment in which children can be safe, nurtured, active and healthy and where everyone in the school is respected and valued
2. Provide the communication support needed to ensure that we hear from every young person, respect their choices, and encourage their inclusion
3. Provide a broad, balanced curriculum with opportunities and experiences to include each individual child according to their needs, strengths and interests
4. Deliver the curriculum in a clear, structured manner, which allows learners effective access and promotes engagement, independence, and a positive attitude to learning and taking responsibility
5. Ensure that all learners are able to be confident and to achieve their full potential through the effective use of individualized educational programmes
6. Build and maintain effective partnerships with parents, carers, fellow professionals and partners in the wider community to support the development of skills for learning, life and work
7. Ensure that the school's management team provide high quality leadership, management and support
8. Improve the quality of learning and teaching through regular and robust self-evaluation
9. Improve the quality of educational experiences for learners through a programme of continuing professional development for all staff.

Our values:

- A school community with a positive ethos
- The individuality of every child
- An inclusive communication approach
- Stakeholder involvement in our decision making processes
- Effective partnerships
- Addressing barriers to promote equality and inclusion
- The celebration of achievements
- Recognition of our interdependence within the global community
- The need to develop sustainability in our environment

In line with the **National Improvement Framework** we are determined to deliver the twin aims of excellence and equity.

School Priority 1: To review the management of behaviour and ensure the wellbeing of all learners

NIF Priority: To improve the Health and Wellbeing of all learners

NIF Drivers: School leadership, School improvement Performance information, Teacher professionalism

HGIOS4 QIs/Identified Themes

QI 2.1 Safeguarding and child protection

QI 3.1 Wellbeing, equity and inclusion

Progress and Impact:

The school continues to work on improving behaviour management to ensure all learners have the opportunities to fulfil their potential in safe learning environments. All staff are committed to understanding and reducing the incidence of challenging behaviours. The staff worked together to define a “serious incident” at St Crispin’s and to develop a consistent procedure to record these. The introduction of a traffic light system for recording the behaviours of every learner throughout the school day has allowed staff to become aware of the spread of serious incidents over the week and analyse any trends. The system allows the SLT to monitor behaviour across the school and provide appropriate support where needed. All staff involved in a serious incident receive a de-briefing from the SLT and next steps are actioned where appropriate. Positive behaviours are recorded and successes celebrated. We continue to work closely with CAMHS to identify ways of meeting the emotional and behavioural needs of our learners.

The school has begun the journey towards becoming a Rights Respecting School and almost all staff are aware of the UNCRC and the articles within. Monthly certificates of achievement have focussed on specified articles increasing awareness of the relevance of these on our learners. We now need to agree a school charter and achieve the Bronze RRS award.

All staff are fully conversant with child protection procedures. All learners are supported by a staff who are appropriately trained.

Emergency medication is held in a locked cupboard. All learners medication is readily accessible including emergency medication leading to a safer working environment for all.

A new system is in place to ensure daily absences of pupils is followed up promptly.

Next Steps:

- To continue to improve behaviour management across the school and ensure that all learners have the opportunity to fulfil their potential in a safe learning environment
- To offer relevant CPD to all staff on the understanding of the functions of challenging behaviour and appropriate strategies in managing these
- To increase staff confidence in managing challenging behaviours
- In line with Rights Respecting Schools agree a school charter and embed it within the ethos of the school
- Achieve Bronze level Rights Respecting Schools

School Priority 2: To raise attainment in literacy and numeracy so that barriers to learning are overcome for individual learners.

NIF Priority: To improve attainment in literacy and numeracy

NIF Drivers: Teachers' professionalism, assessment of children's progress, school leadership performance information

HGIOS4 QIs/Identified Themes

QI 2.2 Curriculum

QI 2.3 Learning Teaching and Assessment

QI 3.2 Raising Attainment and Achievement

Progress and impact:

The school continues to work towards raising attainment in Literacy and Numeracy. Discrete Literacy and Numeracy is included within group work, individual work box time and circle in most classes leading to improved outcomes for learners. Teachers have engaged in professional dialogue and shared good practice. There have been some opportunities to develop literacy and numeracy skills within the ASDAN and SQA programmes. The school needs to continue to identify appropriate opportunities and activities to further develop learner's skills.

Almost all appropriately set targets in IEPs are being met. Teachers have begun to look at the adaptive skills model and how this can be used in target setting. The school has identified the need to ensure all targets in IEP's are SMART and use jargon free language. We have identified the need to change the timings of IEP target setting.

Secondary learners have taken part in the ASDAN or SQA awards as appropriate and there have been positive achievements for all learners. The school now needs to increase the range of SQA units taught in order to promote greater personalisation and choice.

Staff and partners have reviewed the key elements of effective learning and teaching and agreed how we can ensure that our learners are actively engaged in their learning activities to maximise their successes and achievements. We now need to ensure that the effective elements of learning and teaching are employed consistently across the school. Teachers have begun to review their planning and assessment approaches and have identified the need to develop a system which is proportionate and manageable and clearly identifies what is to be taught and assessed.

Digital technology is used in some classrooms to enhance learner's experiences. The school needs to increase the use of digital technology to enhance the learning experience and promote greater engagement in learning activities.

Most staff have been trained in PECS and Signalong Level 1 and this has increased the consistency and use of PECS and Signalong across most classes. Song signifiers and objects of reference are used in most classes. Big Mac's have been purchased for all classes and are helping some

children find a voice throughout the school day. The school now needs to ensure that all communication systems are used consistently and effectively across the school.

The school has increased the consistency of the visual supports it uses and achieved Bronze level from the Visual Support Project.

Next Steps:

- To identify appropriate opportunities and activities to further develop learner's skills in literacy and numeracy
- To ensure all targets in IEP's are SMART and use jargon free language
- To set long term IEP targets over a school year and report regularly to parents on progress with short term targets
- To ensure that the effective elements of learning and teaching are employed consistently across the school.
- To ensure that all communication systems are used consistently and effectively across the school.
- To work towards Silver level in the Visual Support Project
- Increase the use of digital technology to promote learner engagement and to enhance experience.
- Review curricular and staffing timetables to ensure that all learners are getting their entitlement to a broad and general education and staff are getting their entitlements to breaks
- Develop a system of planning and assessment which is proportionate and manageable and clearly identifies what is to be taught and assessed.

School Priority 3: To further develop partnerships and parental engagement to support wider learning experiences across the school and to address issues that lead to disadvantage.

NIF Priority: – Improvement in children and young people’s Health and Wellbeing

NIF Drivers: Teacher Professionalism, parental engagement, Leadership

HGIOS4 QIs/Identified Themes

QI 1.3 Leadership of change

QI 2.6 Partnerships

QI 2.7 Transitions

QI 3.1 Wellbeing. Inclusion and equity

Progress and impact:

We have extended partnerships promoting wider experiences especially in our local community.

Learners are developing the skills to become more active and confidently engaged in the community through well planned activities including weekly shopping trips, local and countryside walks, taking part in a successful MacMillan coffee morning, using the local library and working in the school gardens. Young people from Orange and Silver classes were involved in the Frames art project as part of Imagine’s ongoing programme of artist residencies. Together they made a short creative film which pupils, staff, parents and carers were invited to watch at the end of the residency.

We have a good link with Edinburgh College and most senior learners have had an opportunity to attend a college class.

The money from the Pupil Equity Fund was used to promote the health and wellbeing of the learners through a number of initiatives including Forest Schools, Yoga sessions and cycling. The employment of a dedicated member of staff to lead Forest Schools and gardening allowed some learners to benefit from wider learning experiences during the duration of their employment. Almost all learners have benefitted from the weekly Bikeability sessions. Some learners have benefitted from attendance at Yoga sessions. The school now needs to increase opportunities for all learners to engage in outdoor and physical activities to promote health and wellbeing.

The school has begun to look at ways of working, both within the school and with partner agencies to increase parental engagement. Classes on sign-along have been offered by therapy staff and attended by some parents. Some parents have attended City wide events showcasing agencies who can support parents. Families have been encouraged to take part in collaborative learning opportunities to help support their child’s learning e.g. parent’s evenings, sports day, coffee mornings and St Andrews dance. Parents of learners in senior phase have been supported through the Creatively Confident project to make informed choices about their young person’s onward destination. Weekly visits from the Sensory Bus has allowed some parents an opportunity to engage with their child in an enjoyable experience. The website has been updated and is being used to allow parents to be more informed about the life of the school.

There is still a need to find ways of overcoming the barriers some parents find in attending parental engagement events and being more meaningfully involved in their children’s learning and the life of the school.

The school now needs to find ways of ensuring wellbeing, equality and inclusion for all learners by reducing and removing barriers that arise from poverty or disability.

Next Steps:

- Identify and find ways of overcoming barriers for parents in engaging in their child's learning and the life of the school
- Find ways of ensuring wellbeing, equality and inclusion for all learners by reducing and removing barriers which arise from poverty or disability
- Increase opportunities for all learners to engage in outdoor and physical activities to promote health and wellbeing
- Identify and remove barriers, to full participation in the life of the school, that arise from poverty or disability.

Self-Evaluation 2017 – 2018

	Quality Indicator	School Self – Evaluation 2017 - 18	Inspection Evaluation 2017
	What is our capacity for continuous improvement?		
1.3	Leadership Of Change	3	3
2.3	Learning, Teaching And Assessment	4	4
3.1	Ensuring Wellbeing, Equity And Inclusion	2	2
3.2	Raising Attainment And Achievement	4	4
2.4	School's chosen QI Personalised Support	4	

Key Areas For School Improvement

NIF Priority 1 Improvement In Children And Young People’s Health And Wellbeing	QIs/Themes
--	-------------------

Priority 1	To continue to improve behaviour management across the school and ensure that all learners have the opportunity to fulfil their potential in a safe learning environment	Overall Responsibility	HT
Outcomes:	<ul style="list-style-type: none"> • There will be a reduction in the overall number of serious incident within the school • There will be a reduction in the number of learner on learner incidents • The system for categorising and recording incidents will be understood and consistently implemented in all classes • Incidents will be effectively monitored by the SLT • Staff will be effectively supported by SLT in managing and understanding challenging behaviour • Staff will increase their confidence and skill in understanding and managing challenging behaviour • Behaviour Support Plans will be effective in supporting staff to manage behaviour • The Positive Behaviour Policy will provide clear guidance on promoting positive behaviour in St Crispin’s • The school will achieve Bronze Level Rights Respecting Schools Award • Class teams will work effectively together to promote positive behaviour 		

Tasks	By Whom	Resources	Time	Impact/ Progress
Review the system for recording and analysing serious incidents with stakeholders and ensure it is effective in meeting the needs of the school and being used consistently	SMT		In service day Parent Council Staff meetings Therapy/CAMHS/Ed Psych meetings	•
Provide training on understanding of challenging behaviour, functional analysis and effective strategies to manage challenging behaviour Identify particular areas of concern e.g. self-harm	HT/ Clinical Psychologist/ Educational Psychologist	•	October in-service day	•
Review Behaviour Support Plans, traffic lights and pen portraits and ensure the information in them is relevant, accessible and supporting staff in effectively managing behaviour	SMT/ Clinical Psychologist/ Educational Psychologist/Parents/ Carers/School Staff/SALT'S	•	Staff meetings Therapy/CAMHS/Ed Psych meetings By May 2019	•

<p>Review the Positive Behaviour Policy and ensure the information in it is relevant, accessible and supporting staff in effectively managing behaviour</p> <p>Provide opportunities for team building and the development of clear roles and responsibilities within the teams.</p> <p>Provide professional learning opportunities to allow teachers to develop skills in leading their class teams.</p>	<p>SMT/ Clinical Psychologist/ Educational Psychologist/Parents/ Carers/School Staff/SALT's</p>	<ul style="list-style-type: none"> • 	<p>By June 2019</p>	<ul style="list-style-type: none"> •
<p>Establish a school charter with 5 to 6 key rights and embed these in the everyday work and ethos of the school</p>	<p>HT/PT (JC) /School staff</p>	<ul style="list-style-type: none"> • 	<p>August In service day</p>	<ul style="list-style-type: none"> •
<p>Complete self-evaluation for RRS and present school for Bronze level assessment</p>	<p>PT (JC)</p>	<ul style="list-style-type: none"> • 	<p>By February 2019</p>	<ul style="list-style-type: none"> •

<p>NIF Priority 2 Raising Attainment and achievement Improving young people’s health and wellbeing</p>	<p>QIs/Themes 1.1 Analysis and Evaluation of Intelligence And Data 2.3 Effective Use of Assessment 2.3 Planning, Tracking and Monitoring 3.2 Attainment In Literacy and Numeracy</p>
---	---

Priority 2	To improve the quality of learning and teaching across the school to improve outcomes for learners	Overall Responsibility	HT
Outcomes	<ul style="list-style-type: none"> • Teachers planning and assessment approaches will be proportionate and manageable and will clearly identify what is to be learned and assessed. • Teachers will be familiar with milestones and will use them to support their planning and assessment. There will be a range of planned opportunities for learners to further develop their skill in literacy and numeracy. • All learners in from P1 to S3 will get their entitlement to a broad and general education. • Courses in S4 -6 will allow for personalisation and choice • IEP targets will be SMART (Specific, Measurable, Achievable, Relevant and Timed), set and assessed within a school year. Progress with targets will be shared regularly with parents and will give a clear indication of learner’s achievements, attainment and next steps. • The effective elements of learning and teaching will be consistently employed across the school. The self-evaluation calendar will ensure learning and teaching is effectively monitored. • All communication systems including PECS, Signalong and song signifiers will be used consistently throughout the school. Visual supports will be consistently used throughout the school in line with the Silver level VSP award. • There will be an increase in the use of digital technology within all classrooms. • Class teams will work effectively together to improve outcomes for learners. 		

Tasks	By Whom	Resources	Time	Impact/ Progress
Review and evaluate the effectiveness of current planning systems for both primary and secondary classes.	HT/DHT's/Teachers		CAT sessions By May 2019	•
Review and evaluate the effectiveness of current assessment systems for both primary and secondary classes.	HT/DHT's/Teachers		CAT sessions By May 2019	•
Familiarise teaching staff with milestones and engage in professional dialogue to look at how these can be used in our planning and assessment approaches	PT's (LW/TL)		Teachers meetings By May 2019	•
Trial the use of the SCERTS framework for assessment and target setting and evaluate the appropriateness and effectiveness in improving outcomes for learners.	PT's (LW/JC)/Pink and Red class teams/SALT's/HT/Clinical Psych/Ed. Psych		PT time Team meetings	•
Make appropriate changes to planning and assessment systems ensuring all learners get their entitlements to a	Working groups led by DHT's (Primary/Secondary)		By May 2019	•

broad and general education and a senior phase.				
Set IEP long term targets for school year. Ensure that all targets are SMART (Specific, Measureable, Achievable, Relevant, Timed), and readily understood by all relevant stakeholders. Set initial short term targets in September, review targets in December and March. Share targets and evaluations with parents in September, January and June.	Teachers/SALT/OT		Begin August 2018	•
Revisit the agreed effective elements of learning and teaching. Use these as a basis for team self-evaluations and sharing classroom experiences with SMT.	SMT/Teachers/Support staff		August in-service Team Meetings Shared Classroom Experience	•
Review the self-evaluation calendar to include regular monitoring of IEP's and teachers planning.	SMT		SMT meetings/ teacher meetings	•

Provide refresher/introductory sessions on the use of PECS, Signalong, Song signifiers, Objects of reference etc for staff.	SALT's (K McM & AC)		Sept – Dec Foundation Signalong course Jan – March Level 2 Signalong Friday meetings	•
Audit the use of communication systems within classes and find ways of increasing consistency of use across the school.	PT (LW)/SALT's/working group		CAT sessions/PT time	•
Audit current use of visual supports across the school. Introduce appropriate supports to achieve Silver level.	PT (LW)/SALT's/working group		CAT sessions/PT time	•
Audit the current use of digital technology including interactive white boards as part of the learning and teaching process. Provide training, advice and opportunities to share good practice across classes. If appropriate update hardware/software to enable increased use of digital technology.	PT (JC)		PT time/teachers meetings	•

NIF Priority 3 Improvement In Children And Young People’s Health And Wellbeing	QIs/Themes 3.1 Wellbeing 3.2 Equity for all learners 2.4 Removal of barriers to learning 1.4 Building and maintaining a professional team
---	--

Priority 3:	To create an inclusive learning environment for parents and learners	Overall Responsibility	HT	
Outcomes:	<ul style="list-style-type: none"> • There will be an increase in the number of parents actively engaged with the school • There will be a consistent approach to home school communication across the school • All learners will benefit from the full range of experiences and activities offered to promote wellbeing in the school • Barriers that arise from poverty or disability will be identified and procedures introduced to remove these. 			
Tasks	By Whom	Resources	Time	Impact/ Progress
Consult with parents/carers on how they would like to be actively involved with the school. Identify areas where additional support/changes to current systems are required.	DHT (SD)	PEF funding	DHT time Parent Council	•
Review current systems of home school communication. Develop a consistent	DHT (JH)		In service day x 2hrs Teacher meetings Parent Council	•

approach to this across the school.				
Review curricular timetables and ensure all learners are given opportunities to engage in the full range of curricular activities offered by the school	DHT's		DHT time	•
Appoint and support a Pupil Support Officer to promote and develop opportunities for physical activity, outdoor learning and healthy lifestyles across the school	SMT	PEF funding	30hrs per week	•
Use available data to identify areas of inequality within the learner population and take necessary steps to remove barriers created by poverty or disability.	HT		SMT/ET/Teacher /Team meetings	•

Provide training opportunities and information sheets for staff and parents on developing independence skills e.g. toileting, dressing, feeding	OT		Friday staff meetings Parents sessions as arranged	●
---	----	--	---	---