

ST CRISPINS SCHOOL

Standards and Quality Report  
Session 2018-2019





## How Good is our School?

### 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 2021

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 1 is a part time Principal teacher. The Senior Leadership Team consists of the Head Teacher and 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. HMI returned in March 2019 and found that the school had both made progress since the original inspection and that there was a significant reduction in the number of serious incidents. They noted that the school needed to continue to work on improving the learning and teaching. A report will be sent to HMI in May 2020 to update them on the progress.

The school has been a Green Flag Award holder for ECO Schools since 2007 and has renewed this status most recently in 2019.

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.

## **Our Values, Vision and Aims**

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 confident and achieve their full potential through the effective use of individualised 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.

### Capacity for Continuous Improvement

In session 2018-2019 the school used the improvement plan to drive forward improvements and all staff were part of development groups that initiated change. Self- evaluation underpinned school improvement and has helped set priorities for next session. The school has made progress in raising attainment and achievement with a particular focus on improving the management of challenging behavior, introducing an effective system to manage serious incidents and improve the quality of learning and teaching across the school.

The school recently was engaged in a school inspection and received positive feedback. They said, “Across almost all classes, there is a calm and supportive ethos in which most children and young people are engaged in their learning”. We were happy that they reported that, “the number of incidents of challenging behaviour involving pupils has reduced significantly”. They also praised the school on the way improvement was being driven forward strategically.

“Since taking up post in March 2018, the head teacher has identified a number of relevant priorities for improvement. Almost all actions within the school improvement plan are appropriate and are leading to positive outcomes”.

We have used pupil equity funding effectively to support vulnerable children engage in learning. The IEPs have been further developed and are evaluated three times in the school year- targets are smarter and almost all children and young people are achieving the targets set.

St Crispin’s is working toward bronze level Rights Respecting School. A school charter has been written and displayed across the school. We continue to offer our children enriched experiences through outdoor learning and wider achievement opportunities.

Going forward we will continue to develop parental engagement and develop the work we are doing with our pupil equity funding; supporting children to engage in learning. We will continue to focus on improving the quality of learning and teaching and continue to develop the management of challenging behaviour



### Themes

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

### Our Illustration

#### Developing a shared vision, values & aims relevant to the school and its community

- The Senior Leadership Team provides strong leadership at all levels and promotes whole school engagement with our vision, values and aims.
- The HT has a clear vision for the school and the SLT promote this vision consistently and well
- The staff team have a good understanding of the unique context of the school

#### Strategic planning for continuous improvement

- There is clear and effective strategic planning for improvement involving all staff, parents, and partners
- The priorities in the school's improvement plan are closely aligned with the NIF. The school's Improvement Plan drives improvement and staff are involved taking improvement priorities forward
- The Improvement Priorities are closely linked to improving outcomes for all learners thus raising attainment and achievement
- School improvement plan is co-created and owned by all staff. This ensures active engagement and focus on improvement for our children and wider school community.
- All class teachers are involved in working parties that are focused on specific, identified areas for improvement. Evidence is shared regularly with whole staff to ensure accountability and progression towards agreed improvement.
- All staff are clear on the school's strengths and areas for development based on a range of evidence collected and agreed upon collegiately
- The SQIP is written as a collegiate activity and a Parent version is also shared.



- Self-evaluation activities lead to identifying strengths as well as clear areas for improvement which are well-focused on learning, teaching and achievement.
- There are opportunities for all staff to lead learning and improvement strategies
- The self-evaluation calendar ensures a regular and robust programme of evaluation and improvement.
- SLT are well informed about DYW and making steady progress with Career Education Standard and Work Placement Standard
- The self- evaluation calendar is driving improvement with a robust system to monitor and evaluate the quality of the learning provision. All staff understand that the focus is on improving the quality of the learning provision.
- The school continues to focus on improving learning and teaching and behaviour management
- Senior Phase learners are prepared for life beyond school. During session 2018-2019 100% of school leavers achieved a positive relevant destination
- All teaching staff are part of a development group driving school priorities forward. Support staff have the opportunity to give their views on the progress of school developments

## Implementing Improvement and Change

- SLT are pro-active in promoting leadership opportunities for all staff
- SLT and staff meetings focus on school improvements
- A programme of CPD is in place to support school improvement
- Staff are beginning to take leadership roles in a range of school developments and initiatives.
- Self-evaluation underpins school improvement. We measure what we value using a range of approaches
- Evidence folders for QIs sit centrally in the school. Staff contribute to building evidence

## *Next Steps*

- To continue to improve the quality of the learning provision at St Crispin's school
- 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 further support teachers in leading class teams



### Themes

- Learning and Engagement, including use of digital technologies
- Quality of Teaching
- Effective use of Assessment
- Planning, Tracking & Monitoring

### Our Illustration

#### Learning and Engagement

- There are very positive relationships between staff and learners. The school values nurturing everyone in an inclusive environment to promote respect, compassion, trust and fairness. Children and Young people are listened to.
  - Staff motivate children and young people to engage in their learning. Teachers use creative teaching strategies, including the use of play.
  - BGE S1-S3 is aligned with ASDAN so that all that they do in BGE there is a corresponding ASDAN unit. The school identifies that RME on the curriculum needs to be developed. The Senior Phase was re-designed making sure learners could work towards SQA units based on their individual skills and targets. Units split chronologically from S4-S6 allowing progression across all subjects.
  - All Senior Phase learners are achieving their units.
  - Many children enjoy their learning achievements being recognised and celebrated
  - A range of digital technologies are used to maximise communication and engagement in learning.
  - Most learning activities are built on prior learning, and personalised to suit learners' needs
  - The school continues to promote skills for learning, life and work highlighting the importance of learners being given opportunities to build independence. Appropriate range of supports are in place to support pupil's learning.
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- Children and Young people are supported and encouraged to contribute to the wider life of the school.

#### Quality of Teaching



- Staff are developing a shared understanding of the features of effective learning where lessons are well planned and structured and include suitable levels of challenge and support for individuals.
- Staff have engaged in professional learning around learning and teaching
- Almost all learners experience a range of learning environments and some creative teaching approaches.
- Whole staff have shared ownership and implementation of school's star walls, with focus on learning and teaching, and best practice across the school.
- Learners have access to a wide range of technologies to enhance learning and communication.
- Staff aim to make learning relevant to young people and appropriate links to real life experiences are being developed.
- There is a focus on skills development across the school that encompasses skills for life, learning and work.
- Learners are achieving personalised targets through IEPs being regularly evaluated and adapted / extended to ensure appropriate teaching input.
- The school has introduced targets being set in August- draft targets being shared with parents in September-Evaluations written in December, March and June- monitored by SLT and then shared with parents.
- Teachers now have ownership of the targets and can measure the impact on pupil progress over the course of the academic year.
- The targets are better understood by all stakeholders
- Targets are becoming SMARTER and sit on the shared drive
- Because targets are regularly monitored by SLT it is anticipated that more targets will be achieved
- SLT have continued to engage in sharing classroom experiences and give quick, supportive and challenging feedback. Staff have welcomed this robust system.
- SLT are confident that there is now a robust system in place to monitor and evaluate learning and teaching

## Effective use of Assessment

- A range of evidence types are used to support assessment judgments and identify next steps. Assessment at St Crispin's is a dynamic process.
- AIFL strategies are used by almost all teachers
- Expectations of progress and achievement are agreed and shared in school; and some moderation activities continue at planned times in the year.



- Staff know the individual learners very well and continue to develop their professional judgments on progress.

## Planning, Tracking and Monitoring

- Staff plan learning using a range of forward planning documents that are manageable but have identified the need for a consistent approach to planning purposeful learning across the school
- Plans are evaluated regularly, measuring progress and planning next steps. Plans are discussed and monitored termly with class teachers and SLT, ensuring further challenge and pace is built on prior learning.
- Different planning approaches are used to meet learners' individual needs.
- Regular SLT engagement with SIMD, LAAC, and wellbeing and attendance data ensures any issues are identified. Targeted support is then planned and actioned to ensure learners' holistic needs are appropriately met. Appropriate PEF strategies are in place; both planned interventions and ongoing needs as they arise.
- Appropriate actions are taken to ensure barriers to learning are addressed.
- SQA coursework from S4 is tracked through the Senior Phase spreadsheet. Tracking system measures progress using levels of involvement.

### *Next Steps*

- Review the schools planning and assessment procedures and modify to ensure they are leading to improved outcomes for learners
- Develop parental engagement further so that parents are more actively engaged in target setting
- Teachers will be further supported to build confidence in planning, tracking and monitoring

## Themes

- Wellbeing
- Fulfilment of Statutory Duties, including presumption of ASN for Looked After, unless assessed to the contrary, and specific arrangements for support to improve outcomes
- Inclusion and Equality

## Wellbeing

- Staff consider all our learners as individuals with their own needs; and have good knowledge of individual strengths, health and communication needs of our learners.
  - Staff training in areas including medical support interventions, behaviour management, CALM, input from CAMHS impacts positively on the wellbeing of learners in their engagement and ability to access learning experiences.
  - Partnership working with AHPs and Educational Psychologists is effective.
  - Learners have opportunities to improve physical wellbeing
  - Staff know our learners very well.
  - Our learners are valued; and are included in the life of our school. Our learners are at the centre.
  - Class teachers are aware of SIMD 1 / 2 and EAL learners in their class.
  - A number of learners are supported through individual Behaviour Support Plans and Risk Assessments.
  - A number of learners are supported through individual Risk Assessments related to medical and / or behavioural needs; prepared in conjunction with Allied Health Professionals.
  - Class teams engage in twice weekly dialogue in the context of supporting learners within the classroom. Minutes are taken at most class team meetings.
  - Almost all learners access weekly sessions in the swimming pool
  - A range of Allied Health Professionals are actively involved with our learners to support in wellbeing.
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- **Fulfilment of Statutory Duties (with specific reference to Looked After children)**
  - All staff understand their responsibilities in the context of child protection; and all staff have engaged in appropriate training.
  - SLT monitor attendance falling below 85%; along with LAC attendance



- All staff in school who have direct contact with children participate in face-to-face training sessions for the Specific Contact Workforce every two years. (Additional training sessions are arranged / booked, as required).
- All staff are reminded of their child protection duties through an annual update.
- Volunteers, students and new staff are made aware of their child protection duties, as part of their induction.
- Signs are displayed throughout the school; showing names / posts of Designated Child Protection Co-ordinators.
- Promoted staff complete training for the Intensive Contact Workforce every three years.
- All staff are aware that promoted staff have completed training for the Intensive Contact Workforce; and know who the designated child protection co-ordinators are in school.
- SLT attend / complete relevant identified training opportunities and cascade information to staff, as relevant.
- SLT have completed training in Managing Allegations of Abuse against Staff.

## Inclusion and Equality

- A range of strategies and resources are implemented to increase attainment. Disability is not a barrier to participation and achievement. Learners are well supported to do their best.
- Learners' wider achievements are celebrated collectively through our weekly assemblies and on our Achievement Wall
- PEF funding is supporting opportunities and resources to support targeted work to improve wellbeing and develop play. PEF funding is supporting opportunities and resources, including a PSO with responsibility to build play resources e.g bikes etc in the playground
- We communicate with, and involve parents and families in the life of our school.
- AHPs are available to parents by attending parent's evenings and provide sessions on targeted support

## Next Steps

- To continue to improve behaviour management across the school and ensure that all learners fulfil their potential in a safe learning environment
- To improve the quality of learning and teaching across the school to improve outcomes for learners
- To further develop parental engagement



### Themes

- Attainment in Literacy and Numeracy
- Attainment over time
- Overall Quality of learner's achievement
- Equity for all learners, including specific reference to Looked After children and other Equity cohorts

### Attainment in Literacy and Numeracy

- Tracking system measures progress using levels of involvement
- Data shows that almost all learners achieved targets last session. New and targeted staff are now supported in setting clear and appropriate targets.  
Teaching and Support staff are skilled in a range of communication approaches including the use of symbols, sign, objects of reference signifiers and song signifiers.
- Teaching and support staff are developing skills in sign (Signalong through opportunities to attend Signalong level 2
- Learners are supported in engaging in learning experiences, developing listening skills and in interacting with others and taking turns in a communication rich environment across our school.
- Learners are supported in communicating their wants and needs; and in making choices through a range of visual supports and communication systems

### Attainment over time

- Increased opportunities for accreditation within the Senior Phase
- IEP targets – Long term targets set at the start of each session are underpinned by short term targets which are evaluated and reported on three times per year
- Accreditation within the Senior Phase remains across 7 curricular areas.  
SIMD is not a barrier to accessing opportunities. Class staff are aware of LAC / EAL / learners in their class groups. We have worked conscientiously to minimise the impact of cost on learner experiences.



- Financial situation is not a barrier to learning
- 100% school leavers moved into a Positive Destination (2018 / 19).

### Overall quality of learners' achievement

- Learners' wider achievements are celebrated collectively through weekly assemblies and on our Achievement Wall.
- Learners have increased opportunities for wider achievement.
- Learners access The Yard and Holyrood ranger, Drake music, Music for all

### **Equity for all learners, including specific reference to Looked After & Equity**

- As part of ensuring staff have a strong understanding of the barriers children and families face in addition to their ASN, Class staff are aware of info regarding SIMD / EAL / LAC learners in their class groups. LAC / EAL / learners identified on tracking documents.
- Progress of EAL / LAC / SIMD learners is monitored and discussed (with actions identified, as appropriate) during SLT meetings. SIMD is not a barrier to accessing opportunities. Class staff are aware of LAC / EAL learners in their class groups. We have worked conscientiously to minimise the impact of cost on learner experiences.
- Attendance levels are high – but individual attendance falling below 85% is monitored and discussed during SLT meetings
- All stakeholders are invited to Child/Young Persons Planning Meetings.
- We work closely with the Transition Team, families, and young people and partner agencies to ensure that all our young people move into a positive post school destination. In our Senior Phase, learners benefit from a rich Leavers' Programme which facilitates opportunities including, college links and visits to adult service providers. 100% school leavers moved into a Positive Destination (2018 / 2019)

### Next Steps

- Review tracking system to ensure clear progression for all learners. Implement Edict system adapted for St. Crispin's
- To improve the quality of learning and teaching across the school to improve outcomes for learners



## QI 2.4 Personalised support

### Themes

- Universal support
- Targeted support
- Removal of potential barriers to learning.

### Universal support

- All learners are at the centre of all planning and are active participants in their learning
- All staff respond very well to the individual needs of learners and promote and support their wellbeing
- Range of systems in place to support learners to engage in learning

### Targeted support

- All learners at St Crispin's receive support from appropriate specialist services for example: education services, educational psychologist, allied health professionals as well as from social work. This targeted support allows all our learners to have full access to Learning
- All staff understand why the learners need targeted support creating an inclusive and positive learning environment. E.g. Family circumstances. Disability and health needs.
- A key strength of the school is the positive relationships developed between staff and learners supporting them to engage in learning
- Staff identify the learning needs of each young person and plan individually when appropriate. The curriculum allows flexibility and there is coherence between BGE and Senior Phase supporting young people to achieve
- The school has introduced targets being set in August- draft targets being shared with parents in September-Evaluations written in December, March and June- monitored by SLT and then shared with parents.
- Teachers now have ownership of the targets and can measure the impact on pupil progress over the course of the academic year.
- The targets are better understood by almost all stakeholders

- Targets are becoming SMARTER and sit on the shared drive
- Because targets are regularly monitored by SLT it is anticipated that more targets will be achieved
- Staff are now building a better understanding of the function of behaviour and appropriate strategies to deal with it.
- All staff understand child protection procedures and are confident that all concerns are investigated appropriately and effectively. All serious incidents are recorded in a consistent manner across school with robust measurements in place conducted by SLT.
- We have introduced child protection and safeguarding procedures into the induction programme for new staff and use this to refresh all staff on in-service days at the beginning of the session.
- January in service day we re-visited behaviour as skills deficit and introduced the adaptive skills programme. Staff feedback positively and there is now a measurable reduction in serious incidents within the classrooms.
- A session on Rights respecting school was delivered in August and the school charter was written and agreed. This is displayed around the school and has been shared with parents and partners. The school is working towards Silver level and is led by a PT.
- Further work on Rights respecting school on the October in service day focused on staff responsibilities as duty bearers in helping children realise their rights. Staff are clearer about their role in supporting children and young people to have their rights met.
- The serious incident system is now well established and understood across the school. This is also covered in the induction programme and managing challenging behaviour questions are included in all interviews for new staff.

### **Removal of potential barriers to learning.**

- There is a strong focus on monitoring and tracking the progress of our learners facing challenges resulting in improved outcomes for young people
- A positive behaviour system is in place and we celebrate success. This has helped break down barriers and improve outcomes for all

### **Next Steps**

- Continue to use PEF to support vulnerable learners

### **Equity and Best Value**

## Pupil Equity Fund

### Best Value

#### Overview of Pupil Equity Funding in School 2018 - 19

##### Pupil Equity Funding

St Crispin's has been given additional funding of £45,600 from the Scottish Government for Session 2018/19. This has been provided to help improve outcomes for children and young people, from P1 – S3.

We identified the need for this funding to be focused on improving activities and interventions that will lead to improvements in Health and Wellbeing. We worked to consider where we could close our gap and add greatest value with subsequent impact on attainment in Health and Wellbeing and equity in opportunity to succeed, in line with key priorities from the National Improvement Framework and School Improvement Plan.

Through PEF a Pupil Support Officer was appointed with a remit to increase both the structured activities within the playground and ensure the Health and Wellbeing of all our pupils in particular those from the lower SIMD improved. Activities for example cycling are now planned for break time. The school has purchased a fleet of bicycles and trikes providing the opportunity for all learners to participate in cycling activities at break times impacting HWB. Yoga sessions for individuals and small groups has been successful in helping many pupils feel calm and relaxed.

SALT provided a session in May in service on intensive interaction to encourage children to engage with adults during play times

In line with key priorities from the National Improvement Framework and School Improvement Plan, we have worked to consider where we can close our gap and add greatest value and subsequent impact on learners Health and Wellbeing and equity in opportunity to succeed.

##### What did we do?

In removing barriers to children and young people's Health and Wellbeing, and working towards delivering equity for all we:

- Collated baseline information on children and young people who found it difficult to access all areas of the curriculum. Shared findings with all staff.
- Organised support for targeted pupils to access learning opportunities both within school and out in the community
- Organised support for pupils to have access to meaningful and purposeful activities during break times, for example cycling
- Bought resources to support activities at break times etc
- Provided free school sweatshirts and polo shirts for every pupil in the school
- Provided free sessions at the Yard for all pupils in P1- S3
- Provided free creche facilities for pupils and siblings on parent's evenings

## Going forward, we will:

- Monitor and analyse behaviour data as a measure of impact of interventions
- Seek feedback from learners, parents, staff and partners;
- Link to HWB targets in IEPs and actions identified during Child Planning Meetings;
- Analyse data in the context of participation and engagement. (Class teams will collate this data)
- Track progress of each targeted pupil
- Ensure staff are aware of approaches to Poverty Proofing the school day, including 'One in Five' training delivered by the SLT

There is a current carry forward of £ 21,000 to Session 2019 / 20. This will support in developing further opportunities for learners to engage in activities to support them to engage in their learning. PEF spend is deemed exceptional, and plans for this spend are included in the School Improvement Plan for 2019 / 20 and coded in green.

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## Quality Indicator Grades

	School	Nursery	HMI/Care Inspectorate
<b>Leadership of Change</b>	4		
<b>Learning, Teaching &amp; Assessment</b>	3		
<b>Wellbeing, Equality &amp; Inclusion</b>	3		
<b>Raising Attainment &amp; Achievement</b>	3		
<b>School Choice</b>	4		

# Self-Evaluation Schedule

	17/18	18/19	19/20	20/21
<b>1.1</b> Self-Evaluation for Self-Improvement				
<b>1.2</b> Leadership of Learning				
<b>1.3</b> Leadership of Change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.4</b> Leadership and Management of Staff				
<b>1.5</b> Management of Resources To Promote Equity			*	*
Leadership And Management Overall				
<b>2.1</b> Safeguarding and Child Protection		*	*	*
<b>2.2</b> Curriculum			*	*
<b>2.3</b> Learning, Teaching and Assessment				
<b>2.4</b> Personalised Support				
<b>2.5</b> Family Learning			*	*
<b>2.6</b> Transitions				
<b>2.7</b> Partnerships		*	*	*
Learning Provision Overall				
<b>3.1</b> Ensuring Wellbeing, Equality and Inclusion				
<b>3.2</b> Raising Attainment and Achievement				
<b>3.3</b> Increasing Creativity and Employability				
Successes and Achievements Overall				

# ST CRISPIN'S SCHOOL



## School Improvement Plan

2019-2020

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Priority 1	To continue to improve the quality of learning and teaching across the school to improve outcomes for learners	Overall Responsibility	HT
Measurable Outcomes	<p>By the end of session:</p> <ul style="list-style-type: none"> <li>• Learners are engaged in purposeful learning experiences and activities for longer periods of the school day</li> <li>• Children and young people are supported to understand the purpose of their own learning</li> <li>• Lessons, activities and targets are well planned with clear objectives</li> <li>• Individual learning, behavioural and sensory needs are met</li> <li>• Assessment is an integral part of planning and teaching</li> <li>• The curriculum is relevant and meaningful</li> <li>• The learning space and resources are well organised</li> <li>• There is good communication between staff both across the school and within teams</li> <li>• We plan for progression both within classes and across the school</li> </ul>		
Outcomes	<p>By the end of session</p> <ul style="list-style-type: none"> <li>• The quality of purposeful learning and teaching across the school has improved</li> <li>• Pace and challenge within all activities has improved</li> <li>• All staff have high expectations for all their learners</li> <li>• Outcomes for all learners have improved</li> </ul>		

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<p>NIF Priority 1- Improvement in attainment particularly in literacy and numeracy</p> <p>NIF Priority 2- Improvement in children and young people’s HWB</p>		<p>QIs/Themes</p> <p>QI 2.3</p> <p>1.1 Analysis and Evaluation of Intelligence And Data</p> <p>2.3 Learning and engagement</p> <p>2.3 Effective Use of Assessment</p> <p>2.3 Planning, Tracking and Monitoring</p> <p>3.2 Attainment In Literacy and Numeracy</p>	
Tasks	Resources	Time	Progress & Impact
Whole staff group to explore ways of making lessons and activities more purposeful, meaningful and relevant to the pupils of St Crispin’s	CAT sessions Teachers/Support staff meetings In set days	August 2019 January 2020 Weekly team meetings	
OT to deliver training on their role in supporting purposeful activity and support staff in developing strategies	In service day Whole staff Friday meetings	August 2019 November 2019, December 2019, February 2020	
Teachers to identify what makes a good lesson and link this to current effective practice guidance	Teachers/Support staff meetings/ CAT sessions	By Jan 2020	
Identify ways in which all activities and lessons can follow the model of effective practice	Teachers/Support staff meetings/CAT sessions	By Jan 2020	

Review class timetables and ensure the learning intentions for all activities are clear.	Teachers/Support staff meetings/CAT sessions/SCE and M&E of termly plans	By March 2020	
Develop a checklist for reviewing activities and ensuring planned learning	CAT Session/Working Group	By March 2020	
Introduce a relevant and meaningful rolling programme for Social Studies/Science/Technology topics throughout the Primary. Prepare outline plans for all topics.	Additional in service day October 2019	By November 2019	
Use HIGIOS 4 to evaluate L&T within the school. All staff to evaluate their own understanding and confidence in providing high quality learning experiences.	Ellen Muir leading 2hr session – August in service 2019 plus follow up	By March 2020	
Teachers to identify their own professional development needs in relation to learning, teaching and assessment.	Teachers meetings/CAT sessions/PRD	By November 2019	
To review the tracking system (i.e. Learning Tracks) and agree a more manageable and succinct system.  Explore the suitability of Edict to track pupil progress	Senior Leadership Team Meetings/Teacher meetings	By March 2020	
Review the Curriculum Rationale for St Crispin's and working group to update as necessary with focus a on meaningfulness and relevance across learning	January in service /Working group  Adaptive skill programme\BTC 3	By May 2020	
Provide training/refresher sessions for staff on Intensive Interaction, PECS, Boardmaker and Signalong	SaLT's/PT's  Pyramid training	By May 2020	

Priority 2	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 / DHT
Measurable Outcomes:	By the end of session : <ul style="list-style-type: none"> <li>• There is a consistent approach to the recording and reporting of incidents across the school. All staff understand the system</li> <li>• There is further decrease in incidents of challenging behaviour and unwanted physical contact between pupils</li> <li>• The school has achieved RRS stage one</li> <li>• All staff understand their responsibilities in the context of child protection; and all staff have engaged in appropriate training</li> </ul>		
Outcomes	By the end of session: <ul style="list-style-type: none"> <li>• Outcomes for learners have improved</li> <li>• The school has created a positive and inclusive learning environment where all learners have the opportunity to fulfil their potential</li> </ul>		
<b>NIF Priority 1- Improvement in children and young people's HWB</b>		<b>QIs/Themes</b> QI 2.1 Safeguarding and child protection QI 3.1 Wellbeing, equity and inclusion	
<b>Tasks/Owner</b>	<b>Resources</b>	<b>Time</b>	<b>Progress &amp; Impact</b>
Analyse RAG and Serious Incident data monthly to help determine future actions and reduce the number of serious incidents	SLT meetings Teacher/support staff meetings	Ongoing monthly	

Survey the whole school community about the effectiveness of the serious incident reporting system. Review and update as necessary.	SLT meetings Teachers /Support staff meetings	By March 2020	
Look at what targeted support teams need to reduce incidents e.g training, named SLT personnel	SLT meetings Teachers /support staff meetings	By Jan 2020	
PEF PSO to work with children where their disability and/or socio-economic status is creating a barrier to learning. Find ways through play and physical activity to assist engagement in learning.	Teachers/support staff meetings In set day	Ongoing	
To improve the quality of snack provision in line with government guidelines. Create a school snack menu. <i>Document: Healthy Eating in Schools-a guide to implementing the nutritional requirements for food and drink in schools (Scotland) regulations 2008</i>	N/N meetings 2hrs in set day October 2020 Teacher/team meetings	By Nov 2020	
Familiarise staff with Relationships, Learning and Behaviour Policy. Review school Positive Behaviour Policy and update.	Teachers/Support staff meetings Working group	By Dec 2019 By March 2020	
Increase the amount of time spent on meeting sensory needs. E.g. Increase the amount of Yoga sessions for individuals and small groups. Develop the use of TACPAC throughout the school. Provide training and appropriate resources.	Yoga teacher sessions Whole staff training on TACPAC (PEF)	Begin Sept 19 January 2020	
Provide training/refresher/verification in CALM	Sessions throughout school year	ongoing	

