

Standards & Quality Reporting



ST CRISPIN'S SCHOOL

Standards and Quality Report Session 2021-2022

Context of our School

St Crispin's is a non-denominational school in Edinburgh for learners with severe and complex additional support needs. We are a primary and secondary through school for children and young people aged between 5-18yrs. Our learners have a diagnosed learning disability, and many have a diagnosis of autism spectrum disorder. Our learners require significant support and supervision from our skilled team of staff.

Our school was in the Blackford area of City of Edinburgh Council and our learners come from all areas within the local authority. In February 2022 we moved to a new, purpose-built accommodation in the Burdiehouse community. Due to the Covid-19 pandemic and issues with the workforce and supplies due to Brexit there were difficulties with contractors meeting the completions deadlines of August, October and December 2021.

Most of our learners are transported to and from school by council buses and taxis and are closely supported and supervised by trained escorts. There are some special arrangements in place for some learners who require alternative support.

This session we have 9 classrooms in the school; four primary classes and five senior classes. Due to the delay in the move to our new school the young people who had been given a place at the Assessment Unit had to be accommodated in alternative venues across the city supported by our staff team of Pupil Support Assistants, overseen by the DHT. The Assessment Unit opened at our new build in early February as part of the transition into new school.

We have a school roll of 54 learners with a maximum of 6 learners in each classroom. We have 7 senior school leavers this session who are moving onto positive destinations within adult services. Every class has a teacher and there is support from a team of Nursery Nurses and Pupil Support Assistants across the school. With the introduction of the new Assessment Unit we now have an additional Depute Headteacher and a team of Pupil Support Officers who support within the unit

and across the school. In time, this team will be supporting learners who require periods of specialist support across the local authority.

Composition of the class teams is created in response to the unique needs of our learners in each classroom. Where possible we try to place our learners in chronological age, but this is not always possible and so for some classes our learners will be placed in accordance with their developmental needs.

Admission to St Crispin's is by decision of the Children and Families Department following assessment, consultation with Parents and Carers and consideration by the Education Placement Group (EPG). This group meets in March each year to consider placements for the next school session and in June for any late or exceptional applications. Children and Young People can enter the school at any time during their school years at the recommendation of the EPG and if there is a vacancy. Parents can make placing requests for consideration at the EPG.

Our Senior Leadership Team comprises Acting Headteacher, 2 Depute Headteachers and 2 Principal Teachers. We have a fulltime PE teacher, 0.4fte Music and Art Teachers. There is a 0.5fte Business Manager, a fulltime admin assistant and two school janitors on our school staff team.

We have input from NHS colleagues in the Speech and Language and Occupational Therapy Teams, Child and Adolescent Mental Health Service, School GP and Community Learning Disability Nursing. Our pupils are also supported by our school Educational Psychologist and Social Work.

Over recent years St Crispin's has had significant changes in the leadership of the school. The current Acting Headteacher has been in post since May 2022 whilst the Headteacher is on secondment to CEC. This session we have continued to work with many Covid-19 restrictions in place at school and work closely with the local authority and our school Health and Safety Group to ensure we are keeping our school community safe during this very challenging time. In September 2021 we had 2 outbreaks of Covid-19 in the school and since this time we have experienced significant staff absences until this summer term

St Crispin's was inspected by HMIE 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 behaviour, self-evaluation and the planning of lessons to provide enough 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. HMIE 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. This will continue to be a focus within the improvement plan school.

In January 2022 there were a series of virtual visits with HMI and the Headteacher, Chair of our Parent Council and a cross section of our school staff team. The visits demonstrated the areas of improvement and development across the school and the school has since been signed off by the inspection team.

1.3 Leadership of Change

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

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

The school has established values and aims in place and we hoped to have these reviewed this school session in preparation for our move to the new school.

However, due to the move being postponed in Aug, Oct and again in December we had to re-prioritise this area of our improvement plan. I had hoped that the move into our new build early in the session would invigorate our school community which would then springboard onto a refreshed vision, values and aims for our school. However, the several delays in our planned move did not allow for this to happen as planned.

The school will benefit from undertaking an exercise to create a shared vision for the school, involving all stakeholders. This will then help to reshape the existing aims and values. In this way the school will have a clear identity and focus on improving outcomes for our learners. This will be a priority in session 2022/2023. All staff have a clear understanding of the areas for development based on the RIF, staff evaluations and lesson observations and these evaluations form the basis of this Standards and Quality Report and Improvement Plan.

- **Strategic planning for continuous improvement**

The school has made some progress in staff understanding HGIOS4 and self-evaluation to improve outcomes for our learners. Whole-school CLPL has been difficult to manage with the ongoing Covid-19 restrictions and staff meetings being online so the school will continue to build upon this priority throughout session 2022/2023 to ensure all staff are equipped to engage in the self-evaluation cycle.

Improvements outlined in the school improvement plan are in line with both local and national priorities.

- **Implementing improvement and change**

Throughout the session all staff took part in Professional Review and Development meetings with the SLT. Each member of staff was able to identify their own strengths, areas for development and a commitment to continuous improvement within the school and their role in this. Staff and SLT have identified areas for own and school improvement and development for session 2022-2023

2.3 Learning, Teaching and Assessment

- Learning and Engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

- **Learning, Engagement and Quality of teaching**

From observation of daily practice across the school and planned quality assurance visits throughout October and November to most of the class settings it is very clear that the St Crispin's team know our learners well. There is some work to be undertaken to make sure that lessons provide an appropriate level of pace and challenge for learners, and to ensure that there is consistency of approaches in planning purposeful learning activities for pupils so that they can understand the purpose of the tasks undertaken in their classes as far as possible.

Pre-pandemic the teaching staff had an opportunity to take part in a programme of peer observation and sharing of practice throughout the school. This has had a very positive impact on our team and will be a good tool for further improvement in learning and teaching.

As a next step, the Senior Leadership Team explored ways for staff to share practice across schools in the context of Covid-19, but this has continued to be very problematic with Covid-19 restrictions remaining for most of this school session. We hope to have the Principal Teacher supporting quality learning and teaching across the school and assessment unit next session where staffing will allow.

- **Effective use of assessment
Planning, tracking and monitoring**

This session we made the decision to move away from the Learning Tracks, a document developed by the school team some time ago. At the beginning of the year The Senior Leadership Team had whole school and individual consultations with the teaching staff team on improvement of the IEPs for every child and young person within the school. This has had great impact this session in terms of targeted learning and progress for almost all of our learners.

This generated high quality professional dialogue with our teaching staff and resulted focussed and very individualised learning targets for our children and young people. This was well received by our parents and carers and was very much at the heart of the parent/carer consultations that took place online in September and April and a focus of the annual CPM and YPPMs for every learner.

We are currently working together to create assessment materials specific to our learners which will be a blend of current available assessments. SCERTS training will be arranged in the next school session.

We have continued to build upon the good relationships our staff team have developed with parents and carers over the course of the pandemic. Teachers continue to liaise with parents and carers through daily diaries, emails and phone

calls. This has built a very open and trusting relationship with our families and led to true partnership working to support our learners both in school and at home.

During the early stages of the pandemic our teaching team worked together to create an annual reporting document which was completed, shared and discussed with parents in June 2021. This has remained in place as part of ongoing reporting to parents but will be reviewed in the next session with parents and carers to look at how reporting can be more effectively shared with our families.

To build on the good work carried out with improving IEPs this session we will open this up and adopt a more inclusive approach to planning targets for our learners that includes our allied health and professional partners.

Some parents had previously highlighted that they felt they are not involved enough with what their children's learning and little inclusion on creating plans for positive outcomes our learners, but this has been more positive this session.

3.1 Ensuring Wellbeing, Equity and Inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

- **Wellbeing**

Our learners have very robust plans in place to support their challenging needs. Wellbeing targets are identified in IEP targets, there are individual behaviour plans, risk assessments and detailed pupil profiles for every learner. These are dynamic plans and are very responsive to any changes in behaviour or presentation for each child/young person. There is also a robust system in place which monitors physical incidents in the school where serious incidents are recorded, shared with a member of the SLT and amendments made to the individual plans to reduce further incidents. There is more work to be undertaken to further develop this approach to reduce the amounts of incidents and assessment of what incurs a serious event. This will include ongoing analysis of incidents by the Senior Leadership Team to ensure continued improvement in whole-school approaches to incident management resulting in a further reduction in the number of incidents.

All staff are CALM trained, and this is well supported by 4 members of staff who are accredited trainers on the staff team. Work needs to be undertaken to involve parents and carers in our strategies and support.

- **Fulfilment of statutory duties**

All learners have robust learning and support plans in place to support their learning and wellbeing needs and these are subject to regular review and update. Work needs to be undertaken to ensure greater collaboration with the team around each child, but again this has been hampered due to the ongoing pandemic restrictions.

Some learners have Coordinated Support Plans which were reviewed over the course of session.

All staff understand their responsibilities in the context of child protection; and all staff have engaged in appropriate training.

St Crispin's has a school charter and is a Rights Respecting School

- **Inclusion and equality**

St Crispin's are committed to ensuring that our learners have access to all areas of the curriculum and learning experiences regardless of their barriers to learning. All learners are well supported by our skilled staff team to enjoy and experience a wide variety of sporting and cultural activities out with the school. Learners benefit from established partnerships with many external agencies such as local theatres, The Yard and a local community garden allotment but these activities have been very restricted this session due to the pandemic. Staff have been exceptionally creative in using Teams to hold whole school events during this difficult time.

Staff are aware of learners in their classes who are Looked After and Care Experienced, Bilingual and are also aware of the SIMD of each learner and ensure that the needs of these learners are planned for and met to support their inclusion.

3.2 Securing Children's Progress

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

- **Attainment in literacy and numeracy**

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.

The school will benefit in undertaking audits in literacy and numeracy to ensure learners are effectively supported and challenged in these areas.

- **Attainment over time**

Accreditation within the Senior Phase remains across 7 curricular areas. IEPs are an important means by which learners' attainment is supported. 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. There will be work undertaken in the new session to ensure that there is greater collaboration and transparency with planning learning experiences with our learners, parents and carers and outside agencies.

- **Overall quality of learners' achievement**

Learners' wider achievements are celebrated collectively through weekly assemblies and on our Achievement Wall. During the school closures our staff team has published and shared online weekly assemblies via our website and Twitter account. This has had a very positive impact on our learners, families and outside partners and agencies who have engaged in this weekly activity along with us. As a result of this success we will be extending home learning videos and support online for our children and young people to take part in at home.

- **Equity for all learners**

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 information regarding SIMD or each learner and they know the EAL and LAC learners in their class groups. LAC and EAL learners are identified on tracking documents. Progress of EAL and LAC learners, along with learners in each SIMD decile, is monitored and discussed, with actions identified as appropriate, during SLT meetings. SIMD is not a barrier to accessing opportunities.

All stakeholders are invited to Child/Young Persons Planning Meetings. In our Senior Phase, learners benefit from a rich Leavers' Programme which facilitates opportunities including college links and visits to adult service providers. Again, due to covid we have had to do this engagement remotely. 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 Session 2021-22, 100% of learners moved into a positive post-school destination.

Equity and Best Value

Pupil Equity Fund

“Head teachers must develop a clear rationale for use of the funding, based on robust contextual analysis, including relevant data which identifies the poverty attainment gap in their schools; and plans must be grounded in evidence of which is known to be effective at raising attainment for children affected by poverty”. Ref: PEF National operational Guidance. Scottish Government

Pupil Equity Fund

Session 2021/2022

We were unable to continue the Pupil Support Officer Role throughout this session due to ongoing staffing challenges throughout this school session. We had planned for additional teaching staff to be bought into school 2 days a week to allow the Principal Teaching staff to promote and support excellence in learning and teaching across the school. Due to the severe shortages of staff from September 2021 this has been impossible to support in our school and this action was put on hold until staffing was more stable. The carry forward will now allow the PT to come out of class full time next session to take this priority forward.

FOR SESSION 2021-2022, THE PUPIL EQUITY FUND HAS TOTALLED £ NEED UPDATED FIGURE

THIS INCLUDED A CARRY FORWARD OF £.....FROM THE PREVIOUS SESSION

OF WHICH £..... HAS NOW BEEN SPENT.

THERE IS A CURRENT CARRY-FORWARD OF £..... TO SESSION 2022-2023

THIS SPEND IS DEEMED EXCEPTIONAL AND THE PLANS FOR THIS SPEND ARE OUTLINED IN THE SCHOOL RENEWAL PLAN FOR 2022-23

Quality Indicator Grades

	School	Nursery	HMI/Care Inspectorate
Leadership of Change	3		
Learning, Teaching & Assessment	3		
Wellbeing, Equality & Inclusion	3		
Raising Attainment & Achievement	3		

Letter to Parents and Carers from Monica Reilly HM Inspector January 2022

Dear Parent/Carer

Her Majesty's Inspectors of Education are currently carrying out visits to some schools and early learning and childcare settings across Scotland. When we wrote to you after the last inspection of St Crispin's School, we said that we would engage with the school to report on progress. We recently engaged in discussion with staff and the local authority and carried out a virtual meeting to St Crispin's School. Our engagement helped us learn more about how children, young people and their families, have been supported through the COVID-19 pandemic. We also heard about approaches that have been working well to support children's and young people's health and wellbeing, learning and progress. We discussed with the headteacher and local authority officer the school's progress in taking forward the recommendations from our original inspection.

This letter sets out what we found during our visit.

Supporting children, young people and families through COVID-19

Staff in the school and the local authority have worked well to support children, young people and their families deal with the challenges of the COVID-19 pandemic. At the beginning of the pandemic the school was a learning hub for pupils from two other schools as well as children and young people from St Crispin's School. Staff supported children and young people using different approaches such as learning in school, digital lessons, resources for learning at home and regular communication with parents and carers. The school worked well with other partners and services

[Edinburgh Learns: Standards and Quality Reporting and School Improvement Planning](#)

to identify children and young people who needed higher levels of intervention and responded appropriately.

Staff follow strict protocols and routines to support and maintain the return of pupils to school. Staff and children stay within small class groups and limit interaction with others. The senior leadership team continue to deal with the challenges of the pandemic such as staff absence. In addition, the school is preparing to move to a new campus in the near future. Work continues to prepare the school community for this transition.

Staff in the school have supported children and young people well in their return to school. Individualised educational plans focussed on health, wellbeing and resilience and are helping learners adapt to new school routines. Health professionals are positive about how staff work collaboratively to ensure children and young people have effective programmes in areas such as communication and behaviour. Parents speak highly about how staff communicate with them and deal with any issues they raise. Parents are keen to be fully informed about plans for transition to the new school.

Progress with recommendations from previous inspection

The headteacher was appointed just before the COVID-19 pandemic. She has worked very well with the local authority and staff in the school to progress recommendations under very challenging circumstances. Strong communication from the senior leadership team has improved the confidence of staff across the school. There is good teamwork within class groups and improved opportunities for staff to meet and discuss the needs of children and young people. As a result, staff have a better understanding about the individual needs of learners and can analyse behaviours that may be challenging. The school has a high level of support from Child and Adolescent Mental Health Services (CAMHS). This service is used well to assess children's and young people's communication and behaviour. Since the original inspection there has been a significant reduction in incidents. A robust system is now in place to monitor and analyse physical incidents. Actions are then taken to amend practices and review strategies in order to eliminate further incidents. The school should continue with the well-considered plans to review policies related to behaviour.

Despite the pandemic and preparation for moving to the new campus, staff have made a positive start in evaluating the work of the school and identifying what needs to improve. Staff identified their own strengths and needs through Individual professional review meetings during the pandemic. They have identified positive approaches from the pandemic such as the use of outdoor learning and the benefits of using digital technology. They are including these important positive approaches in their curriculum development planning. Plans are in place to review the school's vision, values and aims to ensure they reflect appropriate outcomes for learners. The senior leadership team and staff have agreed that the move to the new campus will provide an opportunity to refresh the school's vision. Staff continue to engage with national guidance to reflect on their own practice. They have identified correctly the need to improve the curriculum to ensure it meets the needs of all learners. They are beginning to develop learning pathways that reflect the individual needs of children and young people.

The senior leadership team is working effectively to continue to improve learning and teaching across the school. Improved timetables and better information about the individual needs of learners is helping staff plan more effectively. The pandemic has impacted on the ability of senior leaders to measure the quality of the school's work. However, the senior leadership team and the local authority are fully aware of the need to continue with this work.

What happens next?

Understandably, the school has been responding to the challenges resulting from the COVID-19 pandemic. These have had a significant impact on the work of the school. Staff are implementing plans to support recovery. Staff have addressed the recommendations from the original inspection successfully. As a result, we will make no more visits to the school in connection with the original inspection. The City of Edinburgh Council will continue to inform parents about the school's progress as part of its usual arrangements for reporting on the quality its education service.

Monica Reilly

HM Inspector

