



**Standards & Quality Report 2021/22  
And  
Improvement plan 2022/23**

**Contents**

School Context ..... 1

Curriculum ..... 2

Finance for Equity..... 3

Quality Indicator Self-Assessment ..... 4

School Improvement Plan 22/23..... 5

# School Context

St Crispin's is a non-denominational school located in southeast 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. All our learners have a diagnosed intellectual 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 is in the Birdiehouse area of City of Edinburgh Council and our learners come from all areas within the local authority. In February 2022 St Crispin's moved to a new, purpose-built accommodation. This provides pupils with a bespoke environment which caters to their additional support needs. There have been several snagging issues and faults which continue to be worked through with the contractor but are improving.

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

We have a school roll of 54 learners with a maximum of 6 learners in each classroom. During 22/23 we will have three primary classes and six secondary classes. We have 6 senior school leavers this session who will move on to 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.

Composition of the class groupings are created in response to the unique needs of our learners in each classroom. We try to place our learners in chronological age but for some classes our learners will be placed in accordance with their developmental needs.

St Crispin's also has an Assessment Unit attached which is a citywide resource for City of Edinburgh Council special schools. The Assessment Unit provides outreach support as well as a venue for pupils who require a short period of individualised support in that setting to help them maintain their school placements.

Our Senior Leadership Team comprises 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, one admin assistant and two part-time school janitors.

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.

Admission to St Crispin's is decided by the Children and Families Department following consideration by the Educational Placement Group (EPG). Parents can make placing requests at any time for consideration at the 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.

# Curriculum

## Rationale

Our learners have a range of complex, long term additional support needs and require a significantly modified learning environment. The needs of our learners are primarily associated with intellectual disability and autism spectrum disorder.

The curriculum is designed using the seven principles of design across the four contexts where all children develop in the four capacities. Curriculum is planned through each child's IEP. The curriculum is delivered using Pre-early foundation milestones, Pre-early level milestones and through Curriculum for Excellence outcomes

## Learning Pathways

Within a planned cycle of assessment, moderation and tracking, each individual learner will encounter learning experiences in one or more of the pathways.

## Skills for Learning, Life and Work

Skills for learning, life and work are embedded across areas of the curriculum. In all planned learning there will be skills focus and progress is measured through the IEPs.

Pre-Early level foundation milestones	Pre-Early level milestones	C f E experiences / outcomes	Senior Phase
Attention skills Communicating preference and choice Interaction Cognitive	Pre-Early Level  Literacy and English Pre-Early Level Numeracy and Maths Pre-Early Level Health and Wellbeing	Early, First, Second Levels  Literacy and Communication Numeracy and maths Health and wellbeing All other curricular areas, as appropriate	National One PA/PD Awards ASDAN

# Finance for Equity

## 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”*

### **PEF National Operational Guidance. Scottish Government**

- During session 22/23 PEF will be used to release one of the Principal Teachers from their class commitment. They will support all classes to ensure our universal approaches are consistent and high quality.
- PEF will also buy teaching resources for the class of pupils new to the school in August.
- P.E. equipment will also be updated to ensure we make full use of all our facilities in our new building.

**For Session 2021-22, the Pupil Equity Fund has totalled £24,251.**

**This included a carry forward of £7,344 from the previous session(s) of which £16,819 has now been spent.**

**There is a current carry forward of £7,432 to session 2022-23.**

**This spend is deemed exceptional and the plans for this spend are outlined in the School Renewal Plan for 2022-23.**

# Quality Indicator Self-Assessment

	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		

## Themes for Improvement Planning



<p>Improvement Planning Theme</p> 	<p><b>Health, Wellbeing and Resilience</b></p>	<p>Overall Responsibility</p>	<p>HT</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> <li>• Whole staff to feel confident in processes for receiving support for their own Health and Wellbeing</li> <li>• Staff team to feel confident in accessing support for class groups, both individual pupil and family</li> <li>• Whole school Health and Wellbeing to reflect post pandemic ethos of togetherness and resilience</li> <li>• Health and Wellbeing for pupils with significant intellectual disability to be reflected in curriculum</li> </ul>		
<p><b>NIF Priority</b></p> <ul style="list-style-type: none"> <li>• Improvement in children and young people's health and wellbeing</li> </ul>		<p><b>QIs/Themes</b></p> <ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>2.2 Curriculum</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> </ul>	

Tasks	By Whom	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> <li>Ensure all staff are aware of central supports available through OHIO</li> </ul>	Head teacher		Term 1	
<ul style="list-style-type: none"> <li>Establish process for submission, recording and response to incident forms</li> </ul>	Head teacher		Terms 1 and 2	
<ul style="list-style-type: none"> <li>Increase awareness of citywide access points for holistic supports for families</li> </ul>	Head teacher	<a href="https://www.evoc.org.uk/networks/locality-operational-groups-logs/">https://www.evoc.org.uk/networks/locality-operational-groups-logs/</a>	Term 2	
<ul style="list-style-type: none"> <li>Establish school calendar which includes regular opportunities for whole staff meetings and team building opportunities</li> </ul>	Deputy Head teacher		Ongoing	

Tasks	By Whom	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> <li>Whole school calendar to include events for families to attend and pupils to experience wider achievement</li> </ul>	Deputy Head teacher and specialist teachers	To be confirmed based on events planned	Ongoing	
<ul style="list-style-type: none"> <li>Review opportunities for families to be included in life of the school</li> </ul>	Class teacher		Ongoing	
<ul style="list-style-type: none"> <li>P.E. to be re-established and coherence and progression of the curriculum to be reviewed</li> </ul>	Head teacher and P.E. specialist		Ongoing	
<ul style="list-style-type: none"> <li>Outdoor education to include use of school allotments and include aspect of Sustainability in planning</li> </ul>	Class teacher	In liaison with local Church £4-5000 available in memory of a local resident	Ongoing	

<p>Improvement planning Theme</p> 	<p>Teaching, learning and assessment</p>	<p>Overall Responsibility</p>	<p>HT</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> <li>• Universal approaches to classroom practise established</li> <li>• Curriculum reviewed to ensure coherent progression of learning</li> <li>• Tracking and monitoring system reviewed to ensure staff confidence in assessing stage of development</li> <li>• Establish consistent management support for individuals requiring a highly bespoke approach</li> </ul>		
<p><b>NIF Priority:</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>		<p><b>QIs/ Themes</b></p> <ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>3.2 Raising attainment and achievement</li> </ul>	

Tasks	By Whom	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> <li>Review learning pathways to ensure coherent progression</li> </ul>	Deputy Head Teachers	Existing Learning Pathways documents	Ongoing	
<ul style="list-style-type: none"> <li>Review IEP planning alongside tracking and monitoring to ensure teacher confidence in assessing stage of development</li> </ul>	Deputy Head Teachers	SALT input for initial IEP target setting	Ongoing	
<ul style="list-style-type: none"> <li>Review approach to ASDAN evidence and recording and SQA co-ordinator role</li> </ul>	Head Teacher		Term 1	
<ul style="list-style-type: none"> <li>Guidance for universal classroom approaches created</li> </ul>	Principal Teacher	PEF funded PT time out of class	Term 1	
<ul style="list-style-type: none"> <li>Feedback on class approaches to transition routines, use of visual supports, song signifiers and objects of reference</li> </ul>	Principal Teacher	PEF funded PT time out of class Shared classroom practise calendar	Ongoing	
<ul style="list-style-type: none"> <li>Process established for supporting individuals requiring a high degree of bespoke approaches</li> </ul>	Deputy Head Teacher	PEF funded DHT time out of class	Ongoing	

<ul style="list-style-type: none"> <li>• Process established for regular review of Risk Management Plans and behaviour support plans with class team for high tariff individuals</li> </ul>				
<ul style="list-style-type: none"> <li>• Curriculum review for incoming pupils to ensure appropriate progression</li> </ul>	Deputy Head Teacher	PEF funded learning and teaching resources	Term 1	
<ul style="list-style-type: none"> <li>• Establish program of support for SALT based on central Service Level Agreement</li> </ul>	Head teacher		Term 1	
<ul style="list-style-type: none"> <li>• Establish consistent approach of regular class feedback to parents and summative end of year reports</li> </ul>	Head teacher		Ongoing	
<ul style="list-style-type: none"> <li>• Introduce Teacher's Charter as part of Edinburgh Learns to increase teacher engagement</li> </ul>	Head Teacher		Term 2	
<ul style="list-style-type: none"> <li>• Re-establish learning rounds and regular shared classroom practise. Staff to engage in moderation of IEPs</li> </ul>	Deputy Head teacher		Terms 1 and 2	

<p>Improvement Planning Theme</p> 	<p><b>Equalities, equity and inclusion</b></p>	<p>Overall Responsibility</p>	<p>HT</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> <li>• Increase whole staff awareness of need to ensure visibility of different cultures in school</li> <li>• Develop school calendar of events and dates recognising diversity</li> <li>• Formalise post school transition pathways with partner agencies</li> <li>• School management to be confident drive for equity is based on data and evidence</li> </ul>		
<p><b>NIF Priority</b></p> <ul style="list-style-type: none"> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in children and young people's health and wellbeing</li> </ul>		<p><b>QIs/Themes</b></p> <ul style="list-style-type: none"> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> </ul>	

Tasks	By Whom	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> <li>Ensure school calendar reflects diversity of pupil population and school demographic</li> </ul>	Principal Teacher		Term 1	
<ul style="list-style-type: none"> <li>Whole staff questionnaire on Equalities to establish current level of knowledge of national context</li> </ul>	Head teacher		Term 2	
<ul style="list-style-type: none"> <li>School management team to review poverty and care experienced related data</li> </ul>	Head teacher		Terms 1 and 2	
<ul style="list-style-type: none"> <li>Care Experienced pupils to become a standing agenda item on Senior Management Meetings</li> </ul>	Head teacher		Term 1	
<ul style="list-style-type: none"> <li>Establish process for S6 leavers into Adult Services and enhance links with the young Adult Disability team</li> </ul>	Head teacher		Ongoing	

<ul style="list-style-type: none"> <li>Guidance for all ICT dependant communal areas of the school to be created so all staff can make best use</li> </ul>	Principal Teacher		Ongoing	
<ul style="list-style-type: none"> <li>Review response to Empowered Learning and how it is applied to the St Crispins context</li> </ul>	Head Tecaer and Prinicpal Teacher		Ongoing	