

Beatlie School and ELC SCHOOL IMPROVEMENT PLAN



2023/2024



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

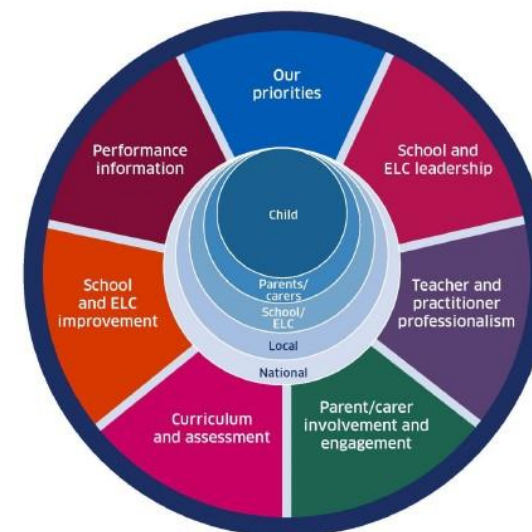
Addressing Action Points identified in school's Self Evaluation procedures
ASN Cluster Improvement Priorities
Equity Priorities

Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019
Support for Learning: All our Children and All their Potential (ASL Review) 2020



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Vision, Values and Aims

- Our vision in Beatlie is to create a nurturing, inclusive, innovative and stimulating learning environment and a respectful and positive ethos by working closely with everyone in our school community. Promoting independence and pupil voice are at the heart of all that is planned for our children and young people throughout their education. (United Nations Convention on the Rights of the Child - Article 23).
 - In Beatlie we aim to create a happy, nurturing learning environment which addresses the very specific physical, medical, sensory, social and educational needs of our pupils by:
 - Providing a stimulating, challenging and meaningful curriculum with high quality learning experiences within a caring and supportive environment (UNCRC – Article 31).
 - Preparing our pupils for life by fostering independence, developing communication skills and providing support to move into positive, sustained destinations beyond school (UNCRC – Article 29).
 - Working closely with parents in a supportive and collaborative way to ensure a positive relationship between home and school (UNCRC – Article 18).
 - Working closely with a wide range of partners to ensure appropriate strategies and experiences are in place for every child (UNCRC – Article 3).
 - Ensuring that staff are committed to on-going professional development in order to ensure the highest quality learning and teaching (UNCRC - Article 3).
 - Ensuring a culture of on-going self-evaluation, shared ownership, collegiate working and developing leadership at all levels (UNCRC - Article 3).
 - Recognising, valuing and celebrating achievements at all levels (UNCRC - Article 29).
 - Learning for Sustainability is at the heart of the school ethos and culture and is embedded throughout the school

Curriculum Rationale

Beatlie's Curriculum Rationale can be found on our website;

<https://beatlieschool.westlothian.org.uk/>

Our Curriculum - Broad General Education - Curriculum Rationale

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>



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Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan (maximum one side A4)

a) Background - The context for the learners in your school

Beatlie School and Early Learning and Childcare meets the needs of children from 3 – 18 with profound and complex disabilities. The Head Teacher, along with the Depute Head Teacher and Principal Teacher work very closely to ensure the highest quality learning and teaching opportunities for all children. In recent years there has been a strong focus on ensuring learning and teaching is provided at an appropriate developmental level, embedding sensory learning and introducing a play-based curriculum. Evidencing pupil progress is an on-going, reflective process which is revisited regularly within school improvement planning. The school had a very positive validation of its work by West Lothian Council in November 2017, with 'Ensuring Wellbeing, Equality and Inclusion' being graded as Excellent. The school has been assessed and maintained its Gold Level, Rights Respecting Schools Award and has retained 3 Green Flags. There are always 2 NHS nurses on site to support the children's medical needs. Beatlie will be moving to a new campus next year (2023-2024)

b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

Our data shows that the work which has been done in relation to our SIP and PEF priorities has had a positive impact on our learners as evidenced in data collected and demonstrated in our Standards and Quality report.

Attainment:

All pupils are working at pre-early level and information collated within each child's Progression Record shows progress is being made appropriate to each child's own needs and capabilities. Education Scotland milestones are being used to summarise pupil progress and contribute to data collection. Self-evaluation data points to a need to develop a tracking system that better reflects development in functional life skills for pupils who are working beyond the foundation milestones but still within the pre-early level.

Parental Engagement:

Data gathered across the year shows parental engagement has varied. This information will be used to plan parental engagement opportunities going forward into next session. On the whole parent engagement with the life and work of the school was high. Annual reviews and parent consultations were very well attended showing good engagement in their child's learning. Family learning opportunities were less well attended. There is still limited involvement from parents in school improvement activities and developing the newly informed parent council will be a priority next session.

Staff Mental Health and Wellbeing:

Staff mental health and wellbeing has improved across the year with positive feedback about the range of activities offered to support this.

Outdoor Learning:

During 2022-2023, data showed that there was an increase in high quality interactions to support children in outdoor play and a wider range of suitable resources being used. However, there is still a development work required when planning outdoor learning experiences based on individual pupil needs.

Health and Wellbeing:

Pupil wellbeing is tracked by staff acting as advocates for our pupils. Results from the school parent ethos survey shows that all parents who responded are very happy with the ethos of the school in terms of supporting all aspects of wellbeing for their child.

There has been very positive feedback from partners, parents and staff about a health and care intervention programme that has been piloted this year and all pupils involved in the group demonstrated a positive change. There is a clear need to role this out and embed a health and care programme more widely.

Teaching and Learning:



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<p>Almost all pupils will benefit from increased parental and community engagement in the life of the new school</p>		<p>Continue to develop outdoor learning opportunities making full use of the new, varied outdoor learning spaces e.g:</p> <ul style="list-style-type: none"> • Allotments • Woodland area • Sensory area • Play area • Outdoor classroom • Natural areas <p>Linked to Culture values and ethos from UNCRC toolkit</p> <p>Parent Council to be developed further to enable greater parental voice.</p> <p>Plan out events and activities for parents to participate in across the year based on data from 2022-2023</p> <p>Continue to promote and further develop family learning in the new school: SALT monthly sessions Home packs Bikes, rebound, hydrotherapy – upskill parents Continue to explore ‘stay and play’ sessions relevant to our context</p> <p>Link with members of the community council to establish positive relationships.</p> <p>Linked to Culture values and ethos from UNCRC toolkit</p>	<p>By June 2023</p> <p>By June 2023</p> <p>By Sept 2023</p> <p>Throughout the year</p> <p>By June 2023</p>	<p>High quality outdoor learning opportunities are having a positive impact for pupils (Staff views, pupil voice, quality assurance – planning and evaluations, class observations)</p> <p>Increase in parental involvement in school improvement activities through our parent council (minutes from meetings, parent feedback)</p> <p>Parents are more engaged in their child’s learning (Parental attendance and engagement data – baseline data gathered 2022-2023) Family learning opportunities having a positive impact for pupils (parent feedback, observation)</p> <p>Positive links with local community provide new opportunities for pupils. (staff and partner feedback)</p>
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<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>To ensure identified group of pre-early learners are developing skills within the four capacities through creation of an effective life-skills pathway for pre-early learners. (2023-2025)</p> <p>Year 1: All pre-early level learners will be provided with opportunities to develop functional life skills within communication and language (effective contributors) and cognition (successful learners)</p> <p>All pupils will benefit from high quality learning experiences enhanced by collaborative working within Beatlie and across other ASN school.</p>	<p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>Literacy: Further develop draft ‘communication and language’ framework that defines key functional skills and knowledge to support pre-early level pupils to become effective contributors</p> <p>Explore Equals semi-formal curriculum – ‘My Communication’ section to support strategies and enhance our curriculum for this identified group</p> <p>Work collaboratively with appropriate partners - SALT</p> <p>Numeracy: Further develop draft ‘cognition’ framework that defines key functional skills and knowledge in order for pre-early level pupils to become successful learners.</p> <p>Explore Equals semi-formal curriculum – ‘my play and leisure’, ‘my thinking and problem solving’ sections to support strategies and enhance our curriculum for this identified group</p> <p>Explore use of these frameworks for tracking and monitoring (based on pilot from last year)</p> <p>Linked to ‘curriculum’ from UNCRC toolkit</p> <p>Ensure opportunities within the WTA for teachers to be part of a curriculum group with staff from other ASN provisions.</p> <p>APSWs – create and support working groups to develop consistent practice across the school and</p>	<p>By Feb 2024</p> <p>HT, PT and all class teachers and SALT</p> <p>Allocated CAT sessions</p> <p>By June 2023</p> <p>HT, PT and all class teachers</p> <p>Allocated CAT sessions</p> <p>By June 2023</p> <p>By Dec 2023</p>	<p>Identified pupils show progress in functional life skills related to communication and language (Tracking and monitoring data from new life skills tracker – pilot completed June 2023 for baseline)</p> <p>Identified pupils show progress in functional life skills related to cognition. (Tracking and monitoring data from new life skills tracker - pilot completed June 2023 for baseline)</p> <p>Evidence of increased pupil engagement in identified learning experiences</p> <p>(Data from SLT and peer observations, staff feedback based on pupil voice)</p>
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		<p>encourage leadership at all levels.</p> <p>Further develop opportunities for staff at all levels to learn from the practice of others through peer observation across the school and ASN community</p> <p>Linked to 'skills and attitudes' from UNCRC toolkit</p>	<p>By June 2023</p>	
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Provide targeted and universal support for pupils through jointly planned activities with carefully selected partners.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p><i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.</i></p> <p><i>Please follow this link to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i> https://beatlieschool.westlothian.org.uk/article/16402/School-Documents</p> <p>Linked to 'targeted support' from UNCRC toolkit</p>		
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All pupils will have the opportunity to develop tolerance of health and care interventions in order to improve outcomes post school.</p>	<ul style="list-style-type: none"> School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information 	<p>Ensure opportunities for all pupils to practice skills and develop tolerance of routine care and health interventions through carefully planned groups as well as enhanced daily personal care opportunities:</p> <p>e.g Nail cutting Hair cutting Showering/washing Teeth brushing shaving</p> <p>Further develop partnerships to support these health and care programmes: Dentist visit GP visits</p>	<p>By Dec 2023</p> <p>By March 2023</p>	<p>All pupils are accessing activities to develop tolerance of health and care interventions (quality assurance of planning, class observations)</p>



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		<p>Hospital visits</p> <p>Ensure identified pupils have an individualised care programme in place based on pilot from 2022-2023</p> <p>Develop suggested programmes of activities/strategies for identified pupils: e.g nasal spray programme injection programme</p> <p>Ensure effective partnership working with parents and school nursing team to support all work.</p> <p>Linked to 'Recognising and realising children's rights' and 'targeted support' from UNCRC toolkit</p>	<p>By Oct 2023</p> <p>By Dec 2023</p> <p>Ongoing</p>	<p>Identified pupils show increased tolerance of specific interventions (evaluations of health and care programmes, parent feedback, staff views, partner views)</p>
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