

Beatlie School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

33 Grange Road

Craigshill

Livingston

EH54 5BT

ABOUT OUR SCHOOL

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2022/23, what the impact has been and what our next steps will be to continue to address these priorities in session 2023/24.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1 To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2022/23 was to</p> <ul style="list-style-type: none"> To re-establish positive ethos and culture through focussing on staff mental health and wellbeing : <p>Linked to Culture values and ethos from UNCRC toolkit</p> <p>Our measurable outcome for session 2022/23 was to</p> <ul style="list-style-type: none"> To rebuild parental engagement (to pre-covid times) with a focus on involvement in school improvement <p>Linked to Culture, Values and Ethos from UNCRC toolkit</p> <p>NIF Drivers: School and ELC Improvement.</p>	<p><i>We have made very good progress.</i> <i>What did we do?</i></p> <p>We focussed on staff health and wellbeing this year in order to ensure that we continue to provide a positive and supportive ethos where all pupils can thrive.</p> <ul style="list-style-type: none"> We consulted with staff about what would help to improve their mental health and wellbeing. We provided a range of wellbeing activities for staff at our October INSET day We also created wellbeing opportunities for staff across the year including meditation, wellbeing walks, relaxed staff room and reflexology. A social committee was developed to maintain and promote a positive ethos and culture across the school. We re-introduced different cross class opportunities for staff and pupils across the school and departments including assemblies, specific groups and play opportunities. <p><i>Evidence Indicates that:</i></p> <ul style="list-style-type: none"> Staff wellbeing check-ins showed an increase of over 10% in staff who rated their general Health and Wellbeing as 8 or above in March compared to October. Staff wellbeing surveys provided positive feedback about the activities provided across the year. <p><i>We have made good progress.</i> <i>What did we do?:</i></p> <ul style="list-style-type: none"> We issued a questionnaire to parents asking for their thoughts on how they would like to be involved in the life of the school. We ensured that the Calendar of Events reflected the most common responses from our parents We provided a wide range of whole school and individual class events for families to attend such as Christmas performance, coffee mornings, whole school walks and the Bye Bye Beatle Bash! We provided a variety of opportunities across the year for parents and carers and the wider family to observe their child's learning in activities such as Riding for the Disabled, Clowndoctor sessions, senior phase activities and involved them in learning activities for numeracy day. First steps in re-establishing Parent Council have been taken and prospective chair identified and consulted re priorities for next year.

<p>School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p><i>Evidence Indicates that:</i></p> <ul style="list-style-type: none"> • Parental attendance data indicated that formal progress meetings were very well attended showing high levels of engagement in pupil's learning with 80% attending consultations and 100% attendance at annual reviews. • The most well attended school events were the primary Christmas party (68%) and performance (57%) and the Bye Bye Beatle Bash (92%) • Five families (13%) attended an information meeting about the parent council and a prospective chair and secretary have been identified
<p>2. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2022/23 was to</p> <ul style="list-style-type: none"> • Maximise learning opportunities for all pupils through the more effective use of outdoor spaces. <p>Linked to 'skills and attitudes' and 'curriculum' from UNCRC toolkit</p> <p>Our measurable outcome for session 2022/23 was to:</p> <ul style="list-style-type: none"> • Identify areas of progress and any gaps in achievement within Literacy, Numeracy and Health and Wellbeing for Beatle pupils through developing an effective tracking and monitoring system 	<p><i>We have made very good progress.</i> <i>What did we do:</i></p> <ul style="list-style-type: none"> • We refreshed our understanding of the benefits of outdoor learning and how this can be embedded within the curriculum. • Each class team carried out an audit of outdoor learning provision for their pupils and used this to create an action plan for the year. • Staff worked with the Speech and Language Therapist to identify opportunities for developing communication and interaction in outdoor spaces. • Teachers included outdoor learning more explicitly in their planning. • Cross class groups had an outdoor learning focus and there was a joint weekly primary department outdoor play session. <p><i>Evidence Indicates that:</i></p> <ul style="list-style-type: none"> • End of year audit showed an increase in the effective use of resources and high quality interactions in the outdoor environment. • Evaluated action plans for each class indicated a wider range of learning opportunities and an increase in those linked to numeracy and literacy. • Achievement for individual learners based on teacher evaluations in planning and IEP documents. <p><i>We have made good progress.</i> <i>What did we do?</i></p> <ul style="list-style-type: none"> • An 'overview of progress' document has been developed based on the Foundation Milestone end of year summaries that identifies progress and any gaps in achievement for all pupils from ELC to Senior Phase. • Identified the need to develop a new tracking system for pupils working at the Milestone pre-early level that focusses on life skills. • Engaged with staff, parents, partners and other ASN provisions to identify key outcomes to support a life skills framework covering literacy, numeracy and health and wellbeing. • Draft framework created collaboratively with staff and partners • Staff have begun using this framework to summarise progress across the year for literacy (communication) and numeracy (cognition).

<p>Linked to 'targeted support' and 'curriculum' from UNCRC toolkit</p> <p>NIF Drivers: School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p><i>Evidence Indicates that:</i></p> <ul style="list-style-type: none"> • All learners working at the Foundation Milestone level have made progress in their communication and cognition. • Feedback from teachers indicates that the life skills framework will be helpful in identifying functional, progressive learning experiences for pupils working at the pre-early level for literacy, numeracy and health and wellbeing.
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<p>3. To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2022/23 was to</p> <ul style="list-style-type: none"> • Provide targeted support for identified pupils through jointly planned activities with carefully selected partners in order to achieve equity for all learners. <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> <p>NIF Drivers: School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p><i>We have made very good progress. What did we do?</i></p> <p>We employed a Speech and Language therapist to:</p> <ul style="list-style-type: none"> • offer families play and stay opportunities to learn about communication strategies to support their child. • build capacity in all staff across the school from ELC to senior phase by working with them to support communication and interaction to enhance outdoor learning <p>We employed a Physiotherapist to:</p> <ul style="list-style-type: none"> • develop confidence and skills of staff to support identified pupils to access rebound therapy and swimming • ensure identified pupils were supported to make progress appropriate to their physical needs. • support staff to develop a cycling programme so that all pupils regardless of level of physical disability would have access to a suitable bike/trike and be supported to develop skills individualised to their specific needs. <p>We employed a Music Therapist to:</p> <ul style="list-style-type: none"> • provide targeted pupils with a vocal group to give increased opportunities for vocalising, speech or song and to increase confidence in using their voices. • work with staff to develop skills and confidence in using Skoog music technology across the curriculum.
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	<p><i>Evidence Indicates that:</i></p> <p>Speech and Language Therapy:</p> <ul style="list-style-type: none"> • There was an increase in the amount of communication opportunities offered to pupils in a 30 minute outdoor session at the end of the year compared to the start (based on observation of 3 classes). <p>Physiotherapy:</p> <ul style="list-style-type: none"> • Feedback from staff suggested they felt more confident in supporting non ambulant pupils in the pool. • Feedback from staff indicated they felt more confident with facilitating pupil's movement on the trampoline and were more aware of the importance of minimalist handling. • More than 95% of pupils have a trike profile in place documenting safety advice, what the child can achieve at present and skill development suggestions. • 100% increase in number of pupils accessing adapted trike in June 2023. <p>Music Therapy:</p> <ul style="list-style-type: none"> • 80% of pupils participating in the vocal group showed an increase in their confidence and use of voice by the end of the group. • Skoog skills training was provided for staff on a staggered basis, along with applications across the curriculum and is currently ongoing
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2022/23 was to</p> <ul style="list-style-type: none"> • Provide targeted support for identified pupils to develop tolerance of key health and care interventions (e.g. Vaccinations, hospital visits, cutting nails/hair etc) <p>Linked to 'Recognising and realising children's rights' and 'targeted support' from UNCRC toolkit</p>	<p><i>We have made very good progress.</i></p> <p><i>What did we do?</i></p> <ul style="list-style-type: none"> • We issued a questionnaire to our families and staff to identify pupils requiring targeted support with developing tolerance of care routines and medical interventions • Following a focussed, weekly care intervention group, identified pupils benefitted from an individualised care intervention programme highlighting key skills for staff in class to continue working on • A weekly health group was established for identified pupils to experience routine health interventions in a safe and relaxed environment with familiar staff and members of the nursing team supporting. • Partnership working with staff at The Royal Hospital for Children and Young People in Edinburgh led to identified pupils visiting The Hub play space as part of promoting positive experiences within a clinical environment • Identified pupils also experienced focussed intervention programmes to prepare them for routine flu vaccinations and TSH blood tests <p><i>Evidence Indicates that:</i></p> <ul style="list-style-type: none"> • All children attending the weekly health group demonstrated progress in relation to tolerance of at least 5 of the targeted activities • Feedback from staff and evaluated individual care programmes indicated improvements in tolerance of care routines • Feedback from parents during Annual Reviews was positive

NIF Drivers: School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information	
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Attendance and exclusions

There have been no exclusions in Beattie during the academic year 2022 – 2023.

Attendance;

	Attendance	Authorised	Unauthorised
ELC	86.13%	13.87%	0.00%
Primary	89.81%	10.11%	0.07%
Secondary	93.44%	6.56%	0.00%
School	90.50%	9.45%	0.05%

Attendance continues to be variable due to the very specific needs and health conditions of the Beattie pupils. However, given their complex needs, attendance continues to be fairly good, with percentages being skewed by longer absences of particular pupils.

Engagement with parents and other stakeholders in improvement planning and on reporting school performance.

We have had very positive feedback from staff, partners and parents about the school’s work over this last year.

We regularly consult with parents about aspects of school improvement throughout the year. We use a variety of approaches such as surveys and questionnaires as well as informal and formal discussions. We would like to develop the newly formed parent council so that they can take an active part in school improvement moving forward. We would also like to investigate using focus groups more regularly with parents to gain a deeper understanding of our parent’s views.

All staff discuss and agree priorities collegiately and partners are consulted regularly. All feedback from staff and partners is used to ensure continuous development and improvement.

The annual Standards and Quality Report is shared with parents and is available on the council and school websites along with the School Improvement Plan.

Our Wider Achievements this year have been:

- We achieved our fifth Green Flag in October 2022.
- We achieved our International School Award through linking with 2 schools in West Lothian and one in Africa.
- We had coffee mornings and raised lots of money for Comic Relief and Live Music Now.
- We celebrated Fairtrade fortnight by raising awareness amongst our staff and parents about the importance of making the small switch to Fairtrade products.
- We donated to lots of charities including the West Lothian Toy Appeal, West Lothian Foodbank, West Lothian school bank and we raised £336 for the ‘buy a bed’ campaign.
- All Senior Phase pupils have completed a wide range of qualifications and awards.
- Our three S6 pupils achieved their Bronze Duke of Edinburgh Award and we had an award ceremony to celebrate this with families.
- Our Christmas event was well attend and all our pupils were stars!!

- We celebrated British Science Week which was focused on sensory connections and we had fun exploring being at the seaside.
- We made links with staff in the hub and the play specialist team in The Royal Hospital for Children and Young People as part of our health care groups.
- We continued to look after the community garden and planted around street signs in Craigshill.
- Bye Bye Beatlie Bash was attended by almost all parents/carers with other family members and friends as well as many partners. Beats of Brazil helped us give a lively send off to our current Beatlie Campus!
- We packed in excess of 150 boxes in preparation for our move to our new Beatlie School!!!

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Very Good

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Very Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Very Good

+Delete if not relevant

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)