

Beatlie School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

33 Grange Road

Craigshill

Livingston

EH54 5BT

ABOUT OUR SCHOOL

Beatlie School is situated in Craigshill and our new building has been purpose built to meet the needs of pupils with significant physical, medical and learning disabilities. The building includes a 4 D multi-sensory room, a hydrotherapy pool, a rebound therapy room as well as extensive adapted outdoor areas which greatly enhances our outdoor learning curriculum. Beatlie School supports children from across West Lothian. The school has 7 classes and is comprised of Early Learning and Childcare (ELC), primary and secondary departments supporting children from 3 – 18. In 2023-2024 there was one ELC class and 6 classes in the school covering the broad general education (BGE) and the senior phase. The current roll is 35 in the school and 3 in the ELC.

Our staff team is made up of a Head Teacher, Principal Teacher, 11 teachers (4 of whom work part time). All classes are supported by Advanced Pupil Support Workers with the addition of an ELC practitioner in the early years setting. Staff are highly skilled and undertake a range of training to support the needs of pupils at Beatlie. We work closely with our nursing team, therapists and a wide range of other partners including Hearts and Minds (Clowndoctors) and RDA (Riding for the Disabled). We welcome volunteers and students from all areas.

We value input from families and work closely together to ensure the best possible outcomes for their children. We work with our Friends of Beatlie group to identify and implement priorities for school improvement. The school has achieved and sustained the Gold Level Rights Respecting School Award and achieved a number of Green Flags and fair-trade awards for its commitment to Learning for Sustainability.

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 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

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 2023/24 was to ensure</p> <p>All pupils are happy, safe and confident in the new Beatlie School learning environments and benefit from appropriately planned use of the new and bespoke resources.</p> <p>Linked to Culture values and ethos from UNCRC toolkit</p> <p>Our measurable outcome for session 2023/24 was to ensure</p> <p>Almost all pupils will benefit from increased parental and community engagement in the life of the new school</p> <p>Linked to Culture, Values and Ethos 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 carefully planned transition to the new school to ensure as much continuity as possible for our pupils. • We arranged an opportunity for an initial tour for parents and families as well as numerous other events to showcase the new building. • Training was provided for identified staff across the school and we worked closely with partners to ensure safe and appropriate use of all new equipment and resources e.g. Hydrotherapy pool, Rebound room, Interactive multi-sensory room, Drive Deck. • We have continued to develop outdoor learning opportunities making full use of the new, varied outdoor learning spaces e.g. sensory area, wheelchair swing and roundabout, woodland area. <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • Pupil wellbeing check in data shows an increase in green ratings (70% to 77%) and a reduction in amber ratings (26% to 22%) and Red ratings (4% to 1%) at the end of the year compared to the very start. • Recent learning walks by Headteachers from other ASN schools confirms that pupils are safe, happy and very engaged in a wide range of learning opportunities. • Staff feedback indicates increased access to Rebound therapy and outdoor learning opportunities. • Hydrotherapy profiles are in place for almost all targeted pupils and working well to support safe and effective sessions. • Pupil voice has confirmed that our children and young people are happy in their new environments. • Learning evaluations indicate that pupils are confident in using the new and bespoke resources available to them. • Parent feedback about the new environment has been very positive. <p><i>We have made good progress.</i></p> <p><i>What did we do?</i></p> <ul style="list-style-type: none"> • We have re-established the Parent Council as 'Friends of Beatlie' and have had initial meetings. • We identified a range of opportunities to engage with families in lots of different ways based on previous feedback. • We have provided opportunities for family learning including stay and play in ELC, monthly drop-in coffee mornings supported by speech and language therapy, music therapy parent sessions and a curriculum evening. • We have introduced opportunities for parents to attend fun events with their children and other Beatlie parents out of school hours – pottery making and animal handling. <p><i>Evidence Indicates that:</i></p> <ul style="list-style-type: none"> • Friends of Beatlie have been consulted on use of school funds and identifying appropriate resources for the school as well as elements of school improvement. • Feedback from parents suggests that pupils have benefitted from opportunities provided this year.

<p><u>NIF Drivers:</u> School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement</p>	<ul style="list-style-type: none"> • There has been a wider range of opportunities for families to engage in their child's learning and increased attendance overall. • Parents have given very positive feedback about family learning opportunities provided and gave suggestions about topics to explore. • 100% of people who attended the curriculum evening rated it as very informative • Positive links with local community has provided new opportunities for pupils.
<p>2. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2023/24 was to ensure</p> <p>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>Linked to 'skills and attitudes' and 'curriculum' from UNCRC toolkit</p> <p>Our measurable outcome for session 2022/23 was to:</p> <p>All pupils will benefit from high quality learning experiences enhanced by collaborative working within Beatlie and across other ASN schools.</p> <p>Linked to 'targeted support' and 'curriculum' from UNCRC toolkit</p> <p><u>NIF Drivers:</u> School and ELC Improvement. School and ELC Leadership</p>	<p><i>We have made very good progress.</i> <i>What did we do?</i></p> <ul style="list-style-type: none"> • We have further developed the communication and language framework that defines key skills and knowledge to support pupils to become more independent in using functional communication and language. • We also developed the cognition framework that defines key functional skills in relation to early maths and understanding the world. • We explored identified topics from a curriculum specifically written to support pupils with learning disabilities including 'my communication', 'my play and leisure' and 'my thinking and problem solving' to enhance the life skills framework. • We further developed a tracking system to allow us to effectively monitor progress in these key outcomes across time. <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • Many targets in IEP documents are now linked with the life skills framework. • Tracking and monitoring data indicates that pupils using this framework are beginning show progress in functional life skills related to communication and language and cognition • Staff feedback indicates that staff feel the framework is relevant and meaningful for pupils at Beatlie and provides challenge with a focus on the future. <p><i>We have made good progress.</i> <i>What did we do?</i></p> <ul style="list-style-type: none"> • All Advanced Pupil Support Workers (APSW) were involved in working groups to develop an aspect of the curriculum including use of promethean panels, PE and movement, singing group and cooking. • APSWs measured engagement levels for all pupils in their class and worked together to increase engagement in learning across the school. • Teachers have taken the lead to develop key areas of responsibility across the school including learning for sustainability, rights respecting schools, Hydrotherapy, use of technology, food group, Attention Autism, • Staff have undertaken good practice visits to other schools in order to further develop and ensure high quality learning opportunities. <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • Evidence of increased level of engagement for pupils in: Singing groups – 20% PE Groups – 31% Promethean panels – 26% Cooking – 24%

<p>Teacher and Practitioner Professionalism Curriculum and Assessment Performance Information</p>	<ul style="list-style-type: none"> • Teacher feedback tells us they feel that they are developing new skills, taking more responsibility and working together to make effective use of new resources.
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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 2023/24 was to</p> <p>Provide targeted support for identified pupils through jointly planned activities with carefully selected partners in order to achieve equity for all learners.</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p><u>NIF Drivers:</u> School and ELC Improvement. Teacher and Practitioner Professionalism Parental Engagement</p>	<p><i>We have made very good progress.</i> <i>What did we do?</i> We employed a Speech and Language therapist to:</p> <ul style="list-style-type: none"> • Create more opportunities for family learning by offering 5 family drop in sessions across the year with topics chosen by families. • Support all classes to further embed inclusive communication consistently across the school through identifying communication champions from each class to work with the speech and language therapist. <p>We employed a Physiotherapist to:</p> <ul style="list-style-type: none"> • Work alongside school staff to assess targeted pupils in the hydrotherapy pool and compile an individualised program to advise staff and monitor progress. • Work with staff in classes to ensure targeted pupils access trikes regularly, making use of individualised trike profiles and progression sheets to track and progress their skills. <p>We employed a Music Therapist to:</p> <ul style="list-style-type: none"> • Support pupils with regulation through the non-verbal medium of music therapy and upskill staff in managing to generalise success to classroom. • Provide face-to-face and remote vocal group training to support parents to encourage their child's use of voice at home. <p><i>Evidence:</i> Speech and Language Therapy:</p> <ul style="list-style-type: none"> • A total of 15 attendees attended across the 5 sessions, a total of 9 families accessed these drop in sessions, representing 27% of families overall. • Feedback was positive. • Communication champion identified from each class and 39 Signs and posters were provided by SaLT for use in school, with ideas for using and extending the signs. <p>Physiotherapy:</p> <ul style="list-style-type: none"> • 75% of targeted pupils have regular access to hydrotherapy with individualised profiles in place and a plan in place for the remaining 25%. • A large number of staff have been trained and upskilled so are confident to provide high quality sessions for pupils with complex physical disabilities. • Trike profiles are in place and working well to support targeted pupils to develop skills relevant to their ability and understanding. Progression sheets show targeted pupils are making progress in skills. <p>Music Therapy:</p> <ul style="list-style-type: none"> • Case study data showed that selected APSWs were upskilled to continue developing musical interaction within the class setting for targeted pupils. • Parents were offered a MUSIC@home and a VOICE@home workshop to equip them with skills to use musical and voice activities at home to
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	develop communication and interaction with their child and family. Four families attended and instrument loans and creation of a vocal playlist were delivered to families and staff.
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2023/24 was to</p> <p>All pupils will have the opportunity to develop tolerance of health and care interventions in order to improve outcomes post school.</p> <p>Linked to 'Recognising and realising children's rights' and 'targeted support' from UNCRC toolkit</p> <p>NIF Drivers: School and ELC Improvement. Parental Engagement Curriculum and Assessment</p>	<p><i>We have made good progress.</i></p> <p><i>What did we do?</i></p> <ul style="list-style-type: none"> • We have continued to develop a range of strategies to support children and young people with tolerance of care routines and medical interventions. • Class teams focussed on extending individual personal care routines for each pupil by developing tolerance and / or independence skills in this area. • We have continued to prepare identified pupils for the annual nasal spray by working through desensitisation activities in the weeks leading up to this. <p>Evidence:</p> <ul style="list-style-type: none"> • Feedback from staff during annual reviews highlighted key developments in tolerance of interventions. Some family members also reported this. • Care trackers indicated that 44% of pupils showed increased tolerance or independence during care routines.

Attendance and exclusions

There have been no exclusions in Beatlie during the academic year 2023 – 2024.

Attendance;

	Attendance	Authorised	Unauthorised
ELC			
Primary			
Secondary			
School			

Attendance continues to be variable due to the very specific needs and health conditions of the Beatlie 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 have now established a 'Friends of Beatlie' group who will be able to support with all aspects of school life including improvement.

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 have successfully moved into our new building and are making effective use of the new environments and resources on offer.
- We were selected to take part in a thematic review carried out by Education Scotland looking at maths and numeracy. This went very well with the inspector praising the work we are doing and the relationships evident between staff and pupils.
- We had a week-long visit from Oily Cart Theatre Company where all children were able to access a fully immersive theatre experience. The opportunity was widened to include some pupils from other ASN schools and parents/carers.
- Our first Christmas event in the new building was highly successful and attended by 72% of families.
- Our S6 pupil successfully completed his bronze Duke of Edinburgh award. He was involved in planning a very successful fundraising event for 'Unique' as part of his fundraising sections and raised an amazing £900!
- Three of our Senior Phase pupils completed their DofE expedition this month. They carried out a range of activities including creating bug hotels at Beecraigs, litter picking at the Kelpies and campfire songs and games at the Hilly Cow Wigwams.
- Our two S3 pupils completed their ASDAN Transition Challenge Award. At external moderation comments included the 'full experience' and 'enjoyment' of the learners that was clear from the evidence folders.
- We have created a number of new partnerships who have enhanced the curriculum for our pupils including: Live Music Now, Dance Namaste, Astro-gymnastics, Craigswood Xcite, Growing Together, cool creatures.
- We made donations to West Lothian toy appeal as well as the local food bank and have celebrated a number of national days including World Food Day, Children in Need, World Children's Day and International Day of People with Disabilities.
- Our pupils participated in national storytelling week by moving around classrooms to experience a range of different stories, presented in creative and imaginative ways – including some hands-on messy sensory play!
- Pupils engaged in a range of challenging and fun activities as part of numeracy day and science week.
- We sustained our Gold level Rights Respecting Schools award for the second time after a visit from UNICEF in May 2024.
- Thank you to everyone who has raised funds for us this year and donated to the various events. We have used funds to buy an Innowalk (dynamic stander), an inclusive swing, Christmas gifts for pupils and resources to support the independent living skills awards in senior phase.

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

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

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

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