

Pinewood School SCHOOL IMPROVEMENT PLAN

2023 / 2024



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Factors Influencing the Improvement Plan

School Factors

Changes to management structure August 2023
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Increase in new teaching and support staff

Local Authority Factors –

WL ASN Strategy - Quality improvement, CLPL and Learner pathways
Moving Forward in Learning Guidance – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
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
Continuation of Phased Implementation of 1140 hours ELC



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National Factors –

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

Pupil Equity Funding

How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?

National Standard for ELC

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Scotland's Young Workforce

Realising the Ambition

Child Protection Procedures

GTCS standards and professional update (updated August 2021)

ASL Review (Angela Morgan June 2020) <https://www.gov.scot/binaries/content/documents/govscot/publications/independent-report/2020/06/review-additional-support-learning-implementation/documents/support-learning-children-potential/support-learning-children-potential/govscot%3Adocument/support-learning-children-potential.pdf>?

ASL Action Plan (October 2020) <https://www.gov.scot/publications/additional-support-learning-action-plan/>



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Pinewood School Vision, Values and Aims

Pinewood Vision:

To work as a team to promote independence in an inclusive community where pupils reach their potential and achievements are celebrated.

Values:

Happiness, Independence, Inclusiveness, Respect

Aims:

All pupils will be supported to maximise their potential and develop skills for learning, life and work.

All pupils will be encouraged to learn skills and make good choices, to stay safe in school and the wider community.



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All pupils, with the support of the wider school community, will have opportunities to have fun, join in and take part in a curriculum tailored to their needs.

All pupils will have a voice, to share ideas and be listened to using a Total Communication Approach.



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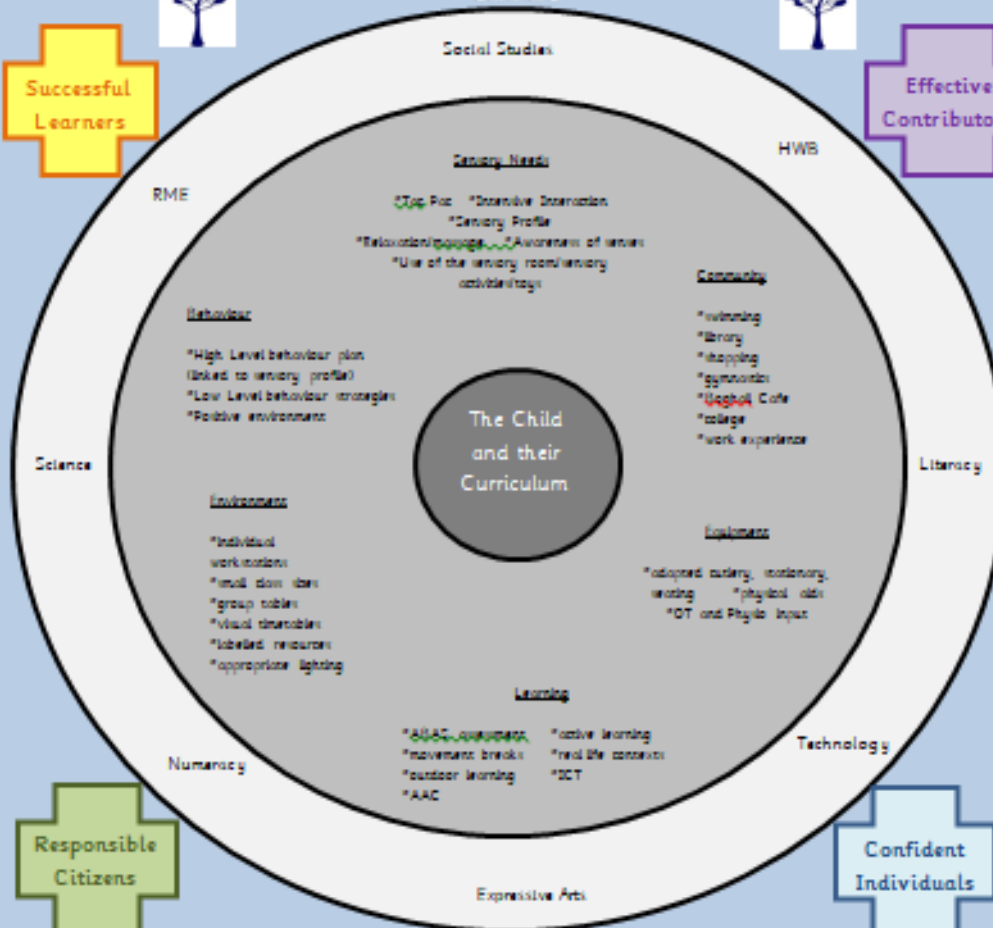
Pupil Aims

-  We can do our best. *Levels: 24*
-  We can learn new things. *Levels: 17, 22, 26*
-  We can look after ourselves & our bodies. *Levels: 24*
-  We can be fit and healthy. *Levels: 24, 27*
-  We can understand feelings. *Level: 19*
-  We can stay safe from harm. *Levels: 11, 24, 27, 28, 29*
-  We can join in and take part. *Levels: 1, 2, 16, 28*
-  We have a say. *Levels: 12, 13*
-  We can work with others. *Levels: 13*
-  We take on different roles. *Levels: 13*
-  We can share ideas and be listened to. *Levels: 12, 13*
-  We are involved in decisions about our lives. *Levels: 17*
-  We can ask for help. *Levels: 2, 22, 42, 1*
-  We have a caring place to live & grow. *Levels: 24, 27*
-  We can have fun. *Levels: 2, 11*
-  We can learn and play in

Successful Learners

Responsible Citizens

Pinewood School's Curriculum GIRFEC



- Enrichment Opportunities**
- After school clubs
 - Drama/theatre/musical
 - Outdoor education
 - Intensive interaction
 - Residential
 - Enterprise
 - Life skills
 - Charity events
 - Community visits/visitors

Well Being Indicators

Achieving We support and guide our pupils in their learning and in the development of their skills, confidence and self-esteem to promote independent living by setting personal and achievable goals. We celebrate all their successes.

Healthy We support our pupils to develop ~~knowledge~~ of a healthy lifestyle to make appropriate choices. We work with AHP to meet individual needs. We foster a positive ethos where all children can feel good about themselves.

Safe We strive to protect our pupils by teaching them about the dangers they may face and equip them with a range of strategies to stay safe mentally, emotionally and physically.

Included We strive to meet the needs of our pupils by giving them accessible opportunities.

Responsible We provide opportunities and encourage our young people to play active and responsible roles in their school and communities.

Respected We strive to ensure our young people are respected by being listened to and given a voice to be heard and involved in decisions which affect them.

Active We support the pupils to develop an understanding of why they need to be active and how it affects their well-being. We encourage pupils to adopt an active lifestyle.

Nurtured We provide a nurturing environment working in partnership with families, pupils and other agencies in order to create a sense of security where our young people develop strategies to ask for help.

Effective Contributors

Confident Individuals



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



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(IWS Recovery model May 2020)

- a) Using data analysis and evaluation: What does our local intelligence (e.g., knowledge of our learners, online learning engagement data, evaluation of how we are supporting our vulnerable learners, parent/ partner agency feedback) tell us about: who we need to target



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(individuals and groups), what our priorities are for these children and young people and how best to support them to achieve the goals set.

- b) Identifying Priorities and Actions: Use the information to summarise the key priorities. Consider the 7 themes outlined above when planning actions.
- c) PEF: Where PEF monies have been used to support this improvement recovery phase plan you will be asked to outline the priorities in your PEF impact plan.
- d) Measuring Progress and Impact: Ensure that for each priority you have a baseline and are clear about what impact will look like and how outcomes will be measured. You may wish to build in ongoing monitoring to ensure interventions are impacting.

a) Background

Pinewood School is a special school which serves the community of West Lothian. The school roll is currently 150 with a gender breakdown of 102 boys and 48 girls. All pupils have severe and complex needs including a learning disability. The school has ten classes in the Primary department and there are nine classes in the secondary department with one transition class (primary/secondary mix). There is a wide range of needs within the school with all pupils requiring staged intervention and support for their learning. Classes are arranged through a mixture age/stage and pupil need, and specialist support/provision is provided where the need is identified.

The school promotes positive behaviour from all its pupils and staffs have received training in behaviour management and support each child as an individual. Many pupils have individual behaviour strategies to ensure a consistency in approach and these are regularly reviewed.

The school has strong partnerships with parents and carers, and they are actively involved in identifying and setting children and young people's goals. The school has a supportive parent council who participate in the life of the school. The school works collaboratively with our allied health professionals who contribute to CLPL, target setting ensuring the needs of the pupils are met.

The school makes good use of the school grounds and local community to support children and young people's learning beyond school.

Data

The school has a role of 150 pupils, 1 of which has a CSP, 7 are looked after away from home and all 150 have a Health and Well Being document (Individual Education Plan).



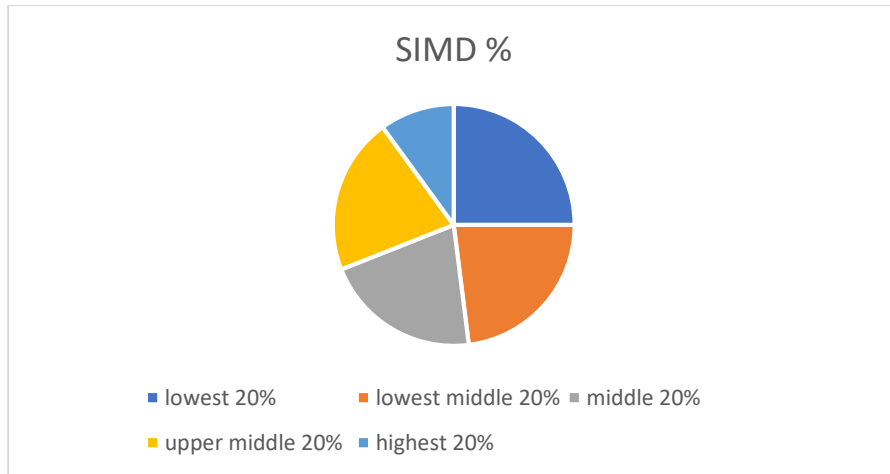
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SIMD



Out of a school population of 150, 42 pupils sit in the lowest 20% banding, 37 pupils in the lower middle 20% banding with 15 pupils in the top 20% banding. This is a significant percentage of pupils (53% of school population) who are living in poverty/around the poverty line and in addition to their learning disability are experiencing potential barriers to their learning. On scrutiny of our data, including FSM entitlement, we were able to identify those pupils and propose to address this through targeted support.

Attendance 2022/2023

Our attendance figures in Pinewood School are consistent across almost all year groups which will ensure pupils will participate in any interventions offered.

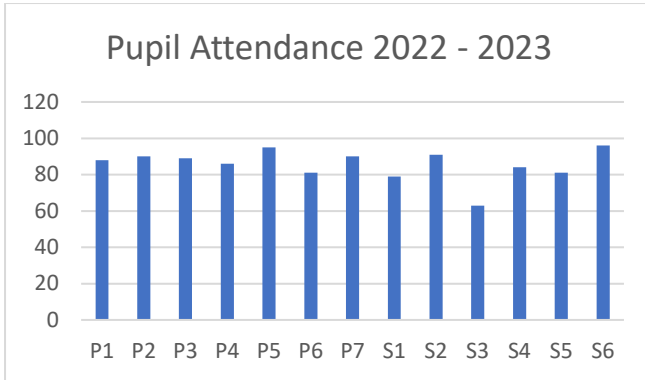


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Pupil Attainment

All pupils in Pinewood school within the BGE follow their own individual programme. Almost all of the pupils will remain at pre-early, early level or first level throughout their broad general education and as they move into the senior phase will be working towards National 1 and National 2 qualifications, with a few moving on towards National 3.

Our data analysis showed that almost all children and young people at P1, 4, 7 and S3 achieved/are on target to achieve their individual milestones for session 2022/2023 – regardless of their SIMD banding – with no pupil attaining the CfE level expected for their age and stage.

CfE level	Literacy								Numeracy									
	Foundation Milestone		Pre-early		early		first		Foundation milestone		Pre-early		early		First		second	
	1&2	9&10	1&2	9&10	1&2	9&10	1&2	9&10	1&2	9&10	1&2	9&10	1&2	9&10	1&2	9&10	1&2	9&10
%of pupils	19%	7%	29%	50%	29%	25%	5%	-	20%	7%	29%	36%	29%	36%	3%	7%	-	-

Senior Phase

% of senior phase pupils attaining an SQA award in Literacy and Numeracy 2022-2023

	% of pupils gaining award	% of pupils SIMD 1&2 gaining award	% of pupils SIMD 9&10 gaining award
Literacy Award	86%	88%	67%



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Numeracy Award	83%	88%	67%
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Pupils leaving Pinewood School are attaining far below the national averages for national qualifications (pupils attain at National 1, 2 and 3 levels, with no pupils attaining at level 4, 5 or 6). We will continue to look at individual pupil achievement throughout next session.

School Leaver Destination

SLD information for session 2022-2023, there are 16 leavers from Pinewood School. Seven pupils will access college with another eight going onto work with 3rd sector providers. One pupil is awaiting confirmation of post school provision.

Parental engagement

Parents and carers are very involved in the life of the school. Almost all parents have participated in CPM meetings and consultations with the teachers face to face or via phone call. Some parents are supported to do this with the help of Social Policy. This can be challenging for some parents given the wide geographical area the school covers. Various questionnaires have been sent out to parents during the session with a positive.

A Parental Engagement post was established this year to engage with parents and provide workshops and information to support our children and young people at home. They delivered a variety of information and fun workshops for parents to attend. The informative workshops focused on information and strategies regarding communication, independent skills and behaviours.

Parents were consulted on the school curriculum, developing wellbeing plans and how the school can support them at home.

From an analysis of the responses, most parents/carers reported that they would like support in providing activities and resources at home and would like their child to develop life skills and access the community more during their school day. The views of parents and carers will be taken into account when developing



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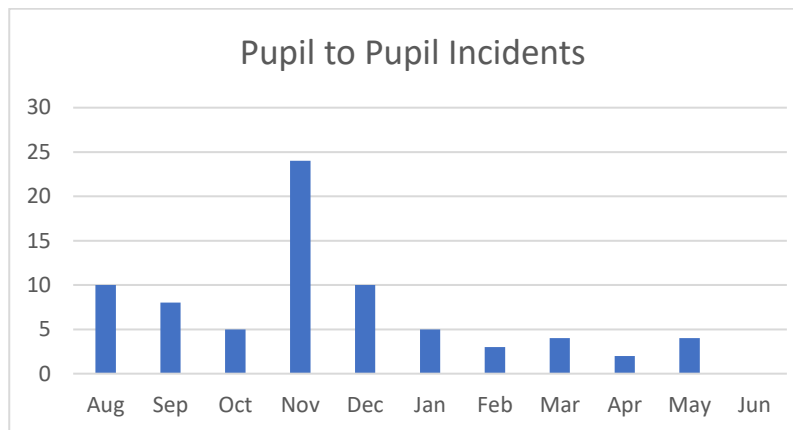
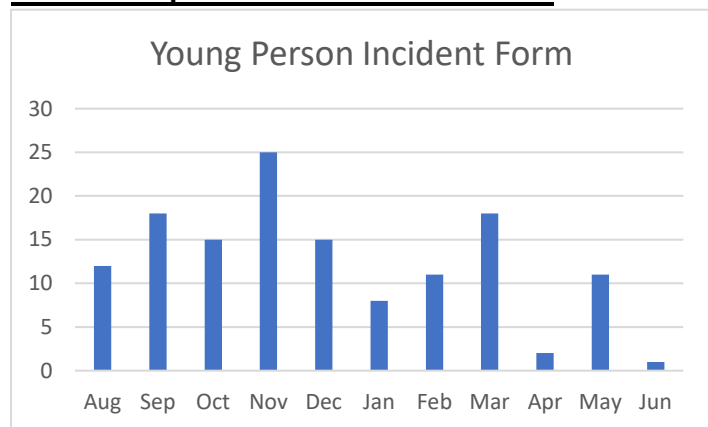
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the school's curriculum and when looking at staff allocation to support learning and teaching with a particular focus on literacy, numeracy and health and wellbeing within both the primary and secondary.

Incident Reports for session 2022/2023



Total number of incidents: 211 (136 pupils to staff and 75 pupils to pupil)

We have continued to work with our colleagues from health to review positive behaviour strategies. Almost all of our staff are trained in Safety Intervention Training verbal and safety intervention (SIT). This work will continue next session to support staff and pupils.

b) Priorities and Actions - *Depending on current government guidance, our priorities will be fluid and agile.*

Communication: Review and develop a high level of communication to support our families. New pupils and families will need time with class team to build relationships and trust. Identify families who have been disengaged, to prioritise up to date communication links and return to school plan.

Physical Spaces: All our physical spaces will be utilised to enhance the learning and teaching experiences of our pupils, with a particular focus on the outside spaces and accessing the local community. We will continue to develop our sensory garden and re-establish our outdoor learning classroom.



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Risk Management: Provide a safe learning environment for all our children and young people

Curriculum: Engage pupils, staff, parents and carers in updated Curriculum ensuring consistency of learning and teaching throughout ages/stage. Share the WLC ASN learning pathways once published and distributed to schools. Appropriate community learning opportunities and experiences will be identified and accessed by pupils.

Learning and Teaching: Teaching staff to continue to assume responsibility for Literacy, Numeracy and HWB planning, tracking and monitoring. PSD framework to be implemented and developed within the primary. Staff will be responsible for an area of the curriculum or initiative within the school, as identified in their PRD.

Transitions: New pupils to be given social stories/ time with class team to settle into school. Pupils will also have transition into the secondary department. S6 pupils to have a programme focused on skills for life, working with the support of our partners in the wider school community – continue to develop this within the DYW agenda.

c) **Measuring Progress and Impact**

Pupils will settle into school routine and engage in their learning. Health and Wellbeing Champions will lead implementation of HWB resources provided by local authority to continue to monitor and support pupils' wellbeing. These will compliment parental questionnaires and compared against the questionnaire completed during last session to help identify any gaps. By continuing to employ the Learning Disability Nurse and engage with the CAMHS service, we expect to further develop strategies/approaches to provide our young people with a more positive experience in school; improved educational outcomes, resulting in behaviour challenges being further reduced and better understood.

Pupils will attain in literacy and numeracy – Advanced Pupil Support Workers will be retained to support literacy and numeracy across all ages and stages in both primary and secondary departments. This support will focus on improving attainment and engagement in all our pupils and young people; this will show in the school's attainment tracking where progression and achievement will be shown.

Building on last years engagement with curricular frameworks, SCERTS and the Learning and Teaching policy, we expect to see, during classroom observations, staff implement methodologies to increase pupil achievement and attainment using AfL strategies and activities tailored to the needs of pupils.



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Pinewood School - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success/Evidence
Improvement in all children and young people's wellbeing: (Placing the human rights and needs of every child and young person at the centre of education)			May 2024	Assembly Calendar



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<p>The school community will have a shared understanding of the school's vision, values and aims</p> <p>All pupils show an understanding of and express their emotions at a level appropriate to their developmental level</p> <p>Staff are trained in 'Safety Intervention'</p> <p>All pupils receive structured, appropriate PSD learning activities.</p>	<p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<ul style="list-style-type: none"> • Embed the vision, values and aims through assemblies, communication with parents, collegiate working practices and the wider school community. • Establish working group for 'Emotion Talks' • Review and refresh current emotion talks resources • Re-establish morning check-ins with all pupils • Make links with SI individual support plans/therapeutic rapport • Implement resources across the school in line with PSD programmes. • Continue to work closely with CAMHS LD team to support staff and pupils at home and school • SI Individual Support Plan for individual pupils to be created and signed off by the authority and agreed with parents at CPMs • SI training to be delivered to all staff on one in-service day. • New PSD program for primary to be completed and shared with staff and parents • Secondary PSD program to be reviewed and updated, then shared with staff and parents. • Staff attend Trauma Informed Practice training 	<p>Oct 23</p> <p>Sept 23</p> <p>Sept 23</p> <p>May 24</p> <p>Oct 23</p> <p>Dec 23</p> <p>Dec 23</p> <p>Oct 23</p>	<p>Reflection books</p> <p>Parental Engagement Workshop minutes and Calendar</p> <p>Working group established</p> <p>Minutes from working group</p> <p>Observations from SLT</p> <p>Learning conversations with pupils</p> <p>SI support plans completed in consultation with parents, staff and authority</p> <p>Regular dialogue with parents and increased positive feedback</p> <p>Professional dialogue opportunities</p> <p>Working Group established</p> <p>PSD programme embedded in curriculum plans</p> <p>Questionnaire on CAMHS input</p> <p>CLPL opportunity calendar</p> <p>Focus group for parents</p> <p>Focus group for SHARE</p> <p>Workshops for parents</p>
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<p>Language and Communication Strategies are fully embedded across the school</p>		<ul style="list-style-type: none"> • Complete Communication Friendly Environment Award • Increase visual signage within classrooms • Implement core words posters and share with parents • Assisted technology working group established to look at accessibility needs of pupils for accessing curriculum • Continue to implement SCERTS strategies with identified pupils 	<p>Dec 23 Jan 24</p> <p>Sept 23 May 24 Oct 23</p>	<p>Working Group established</p> <p>Achievement of Communication Friendly Environment Award</p> <p>Increased signage around school</p> <p>Working group produce core words posters and shared with parents via workshop</p> <p>Assisted technology working group established; audit of needs complete; action plan in place; minutes of meetings</p> <p>SCERTS programme established with identified pupils – action plan and targets in place</p>
<p>Closing the attainment gap between the most and least advantaged children (targeted): (Placing the human rights and needs of every child and young person at the centre of education)</p> <p>Through targeted intervention individual pupils will access the Learning Disability Team to ensure access to education.</p> <p>(see PEF summary on school website)</p> <p>Through targeted intervention individual pupils will access their curriculum through various digital and augmented devices</p>	<p><input checked="" type="checkbox"/>School and ELC Improvement</p> <p><input checked="" type="checkbox"/>School and ELC Leadership</p> <p><input checked="" type="checkbox"/>Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/>Parental Engagement</p> <p><input checked="" type="checkbox"/>Curriculum and Assessment</p> <p><input checked="" type="checkbox"/>Performance Information</p>	<ul style="list-style-type: none"> • Identified pupils will be better engaged in their learning, with the support of a learning disability nurse one day a week. • Staff will have the support of the learning disability nurse to implement strategies with identified pupils, and access opportunities for joint working. • Working group established to audit digital learning needs and devices • Guidance and policy written to advise staff on what devices/apps etc are available and how to use them • Work towards gaining Digital Schools Award 	<p>Sept 23</p> <p>Aug 23</p> <p>May 24</p> <p>Sept 23 May 24</p>	<p>Wellbeing Concern Forms</p> <p>Minutes from CPMs</p> <p>Drop in Sessions in calendar</p> <p>Notes from meetings with staff</p> <p>Feedback from staff – self evaluation tasks</p> <p>Working Group established</p> <p>Draft Policy and guidance complete</p> <p>Audit of digital needs complete and action plan in place</p> <p>Digital Schools Award action plan complete</p>



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<p>Additional APSW's support identified pupils in class to access learning and teaching.</p> <p>Increase links between family and school with a particular focus on re-engaging parents with the life of the school.</p>		<ul style="list-style-type: none"> • Pupils will be better engaged, with the correct support in the school day to allow them to access their learning. • Continue to increase quality communication between school and home • Trial using Seesaw for daily communication • Increase links between family and school • Dates for school events shared with parents/carers • Increase number of Family Engagement workshops to include Senior Phase focus 		<p>APSW's employed APSW's assigned to classes Increased pupil engagement identified through class observations, CPM, tracking</p> <p>Family Liaison Co-ordinator continues devt post</p> <p>Seesaw evaluation Classes identified to trial seesaw as main communication between home/school Parental/carer feedback Staff observations Family Engagement Workshops in school annual calendar Parental consultation on focus of workshops Minutes/action plan of Family Engagement Feedback from parents/carers on workshops Calendar of dates for events shared with families</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people: (Placing the human rights and needs of every child and young person at the centre of education)</p> <p>Identified pupils have additional roles and responsibilities.</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 	<ul style="list-style-type: none"> • Appoint P7 prefects, head girl/boy. • Appoint Senior prefects, head girl/boy. • Pupil council and ECO committee 	<p>Oct 23</p> <p>Sept 23</p>	<p>Roles have been identified for individual pupils. P7 /Senior prefects /head pupils in place.</p> <p>Roles will have been identified for individual pupils. Members of the Eco-Committee and</p>



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<p>Most pupils have an understanding of roles of workers in the community.</p> <p>All learners experience a curriculum that enables them to develop the four capacities and the Determining the Young Workforce (DYW) agenda</p>		<ul style="list-style-type: none"> Identified pupils given the opportunity to run a business e.g. Pinewood Pantry, School Tuck Shop, Garden Maintenance Company Develop skills framework alongside curricular frameworks and ABAS skills information. Increased links with local employers to deliver work inspiration sessions, support school events and increase work experience opportunities for youngsters in the senior phase. To engage with all stakeholders, including CLD youth Services, SDS, DYW and school's co-ordinators to support our young people with access to appropriate experiences to prepare them for leaving school. Senior pupils have the opportunity to participate in a work experience 	<p>May 24</p> <p>May 24</p> <p>Sept 23 – May 24</p> <p>Aug 23</p> <p>Jan 24</p>	<p>Pupils Council in place. Meetings appear on the annual calendar. Minutes of meeting shared to all staff and pupils</p> <p>Senior phase pupils set up and run business Planning, assessment, meeting minutes, staff observations.</p> <p>Events for selling goods/providing service are in annual school calendar</p> <p>Pupils Skills for Work Evidence Book established and completed by all participants</p> <p>Opportunities for SQA Accreditation</p> <p>DYW Co-ordinator Post filled, working group established</p> <p>Skills frameworks updated and shared to all teaching staff</p> <p>Increased links with DYW Group, potential employers, local businesses, Work Experience Officer</p> <p>Continued reporting to SDS re activities and evidence of same (TOM).</p> <p>ASN Employer Event held at Pinewood School in September to engage with new employers.</p> <p>Senior Phase pupils will have a supported work placements and/or inspiration visits in the calendar, Taking account of agile learning pathways. DYW Newsletter to parents and carers to evidence ongoing work in this area across the school.</p> <p>Work Experience Co-ordinator appointed</p>
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		<ul style="list-style-type: none"> • Educational activities planned for pupils accessing the BGE to learn about the world of work. • Opportunities to ask parents and carers in to talk to the pupils about their area of work. • To engage with all stakeholders, including CLD youth Services, SDS, DYW and school's co-ordinators to support our young people with access to appropriate experiences to prepare them for leaving school. • Provide appropriate staff training to identified staff, in order to support the delivery of the DYW agenda (WorkIt, My World of Work, Careers Education Standard, Marketplace, Education Scotland Modules) • Update current Transition Policy and Transition Plan/Passport • Engage with wider school community to increase support for young people transitioning to adulthood 	<p>Sept 23</p> <p>Sept 23</p> <p>May 24</p> <p>Dec 23</p> <p>Oct 23</p>	<p>Pupils will have opportunity to experience a visit from an outside contributor to learn about the world of work, i.e dental nurse, Police, Dogs Trust.</p> <p>Calendar of involvement with services.</p> <p>Consultation with pupils and parents</p> <p>Evidence of engagement in Newsletters, social media, photo's, CPM's, planned activities.</p> <p>All pupils S2 and above will have input from SDS as appropriate to year group.</p> <p>Identified pupils will have access to work experience activities relevant to their need, within the school environment and in the wider community.</p> <p>Appropriate training identified with CLD, SDS and Education Scotland, staff have completed training, Classroom Observations, PR & D, CLPL calendar</p> <p>Policy updated</p> <p>Transition plan and Transition passport updated and shared with staff</p> <p>Pupils complete Transition plan/passport as required</p> <p>Transition Working Group</p> <p>Increased attendance of partner agencies at Transition Meetings</p>
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				Increase in targeted activities available to young people to help prepare them for transition to adulthood
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