

Pinewood School



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)



ABOUT OUR SCHOOL

Pinewood School

Pinewood School is a special school which provides children and young people who have additional learning needs an opportunity to access high quality learning and teaching. The curriculum is designed and adapted to meet the diverse needs of individual learners.

The school is based in the village of Blackburn and has strong community links.

The school has both a primary and a secondary department. The primary department has 80 pupils within 10 classes and the secondary department has 71 pupils within 9 classes. We were delighted to welcome 11 primary 1 pupils to school this session.

During the session 2022/23 the school roll comprised of 151 pupils, Head Teacher, Depute Head Teacher, 3 FTE Principal Teachers and 32 members of teaching staff and a team of 79 advanced pupil support workers.

The school has a strong, inclusive ethos and offers pupils a safe and nurturing environment in which to learn. Staff in Pinewood believe that each pupil has individual needs and plan accordingly for all pupils to reach their full potential.

Teamwork within the whole Pinewood community ensures that the needs of all its children and young people are met.

The Parent Council has continued to operate, however due to the geographical spread of our pupils this continues to be a challenge to allow effective and sustained engagement.

We continue to have a strong partnership with a team of health professionals who regularly meet with staff, children and parents. This team consist of a school nurse, community paediatrician, speech and language therapists, physiotherapist, occupational therapists and children and mental health team. All stakeholders work together under a service level agreement to create the best outcomes for our pupils and their families.

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.

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.



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 and what the impact has been.

Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond to the national and local advice on the recovery phase.

We have shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) 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. Improvement in all children and young people's wellbeing:</p> <p>Our measurable outcomes for session 2022/23 were that:</p> <p>All pupils will be supported to understand their emotions, ways to express and strategies to self-regulate.</p> <p>'Safety Intervention Training' roll out to all staff in school setting to include annual update for staff.</p> <p>All pupils will receive structured, appropriate PSD learning activities</p> <p>NIF Driver(s): School Improvement</p>	<p>We have made good progress. What did we do?</p> <p>Pupils were encouraged to identify and express their emotions during daily check ins. They were supported to complete pupil questionnaires relating to how they felt in school and at home, including how they could ask for help. For those unable to express their opinions, staff acted as advocates for them. SLT class observations had a focus on individual pupils who require support to self-regulate to ensure pupils needs are being met through appropriate curriculum and learning activities.</p> <p>Almost all primary and secondary classes continued to use reflection books to identify their achievements and pupils are supported to reflect on their learning.</p> <p>Identified pupils were given access to strategies which encouraged self-regulation through work with CAMHS Learning Disability Nurses</p> <p>New HWB champion was identified. They have attended several champions meetings and started to develop initiatives in school</p> <p>New sensory room was used by identified pupils to support self-regulation</p> <p>New 'Pupil Profile' was trialled and rolled out to all staff to replace Audit of Needs and How to Help Me forms. This allowed relevant information to be condensed into one form for new staff to summarise pupils needs.</p> <p>RSHP resource has been used by some classes for accessing resources and materials to support pupils understanding of their emotions and self regulation</p> <p>Identified pupils have had an ABAS assessment completed. These have allowed staff to set activities, resources and materials at the developmental level of the child</p> <p>Over the course of the academic year, all regular members of staff (teachers and PSWs) received their Safety Intervention (SIT) training. Foundation training (i.e. initial training) was delivered as blended learning with an online element in addition to the face-to-face training. Refresher training was all face-to-face.</p> <p>In addition to the formal training described above, the Safety Intervention trainers have delivered reminder sessions throughout the school year. During these sessions the staff at Pinewood have practised the knowledge and skills they require to safely intervene with a child or young person in distress. The sessions recapped: supportive and directive interventions, how to respond to risk behaviour and therapeutic rapport. During the sessions, staff had the opportunity to share good practice from their teams. Safety Intervention trainers have completed their annual updates.</p> <p>Individual Support Plans for the small number of pupils who sometimes require physical interventions continue to be updated and implemented.</p> <p>All secondary pupils access Relationship, Sexual Health and Parenthood (RSHP) resource as part of PSD programme. All secondary pupils receive 10 periods of PSD per week. In the primary the PSD programme has been audited and all learning activities planned to meet the needs of pupils. Identified mini and midi HWB champs and they have attended their first meeting.</p>

	<p>HWB tracker was completed and distributed to teaching staff</p> <p><u>Evidence indicates the impact is:</u></p> <p>Almost all pupils report that they feel safe, confident they know who to speak to in school and have a way to communicate what they like/do not like in school. Some pupils have started to attend their CPM and will use this opportunity to communicate their needs.</p> <p>During assemblies both primary and secondary pupils focus on the Wellbeing Indicator of the week which helps them develop a greater understanding of the meaning of the indicators. Most pupils in the primary and most pupils in the secondary departments are supported to reflect on their learning in the context of each indicator via reflection books.</p> <p>Health and Wellbeing Champions have attended authority CLPL opportunities and are developing plan of action for next session. Mini and Midi champs, with support, are working with other ASN groups and have developed a greater understanding of the health and wellbeing action plan across the authority.</p> <p>Staff skills and confidence continues to grow in relation to the implementation of SIT. Strategies are in place to support identified pupils and allow for quicker re-engagement in learning and teaching activities.</p> <p>Number of pupils to staff RIVO incident forms has reduced due to interventions and strategies put in place.</p> <p>Secondary teachers have implemented the PSD curriculum and early indication suggests that the structure has allowed for more engaging lessons and consistency across the secondary department.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • SIT Physical Intervention Plan for Individual pupils to be created and signed off from authority as required. • Plan to be agreed with individual parents during CPM/IEP meetings. • New PSD Program created and shared for primary. • SI training - all of the refresher training to be delivered on one in-service day to enable teaching teams to be taught together. This will require the input of trainers from other establishments • Working Group to review and refresh current emotions talks resources and create and implement resources across the school for appropriate pupils • Link with SIT therapeutic support • Secondary PSD programme to be reviewed. Primary department PSD curriculum to be developed • Continue to work with CAMHS team to support staff and pupils at home and in school
<p>Raising attainment for all, particularly in literacy and numeracy: Our measurable outcomes for session 2022/23 were that:</p> <p>A Three Year Plan to monitor HGIOS/HGIOELC</p>	<p>We have made satisfactory progress. What did we do?</p> <p>A three-year plan was devised, and a self-evaluation policy along with quality assurance policy was written and distributed to all staff.</p>

Quality Indicators would be in place.

All pupils will access the Curriculum which will be appropriate to their developmental level.

Identified pupils will be supported in their communication using the SCERTS model.

Improvement in staff skill and confidence in using

Learning visits were completed in each class with strengths and areas of development shared with all staff.

Teaching staff completed peer observations and shared agreed effective practice.

At the beginning of the session all staff agreed what best practise would look like in Pinewood school. This was included within classroom observation proforma for all teaching staff to use during peer observations and SLT during classroom observations.

Some teaching staff made links with other ASN schools which contributed to the knowledge base of staff impacting on pupil experiences.

Dr Louise McCool delivered training for all staff on Stages of Development and learning disabilities.

Our health colleagues have completed some ABAS assessments for pupils in conjunction with parents, carers and education staff which demonstrates very clearly the developmental level that our pupils are functioning at.

CAMHS Intellectual Disability (CAMHS ID) staff worked alongside teachers and pupil support workers providing support to meet the needs of children who present with behaviours of concern. Assessment was made through observations of the child and plans agreed with school staff for interventions. CAMHS ID staff modelled and advised on appropriate behaviour management strategies that incorporate any medical/sensory issues, discussing referrals to other services when required. CAMHS ID staff provided consultation and training sessions alongside CAMHS ID Psychologists, to provide an evidence base for best practice in supporting children and adolescents with Intellectual Disabilities and behaviours of concern. CAMHS ID staff supported Child Planning Meetings and made telephone contact with families where necessary. CAMHS ID staff were also available before and after school for any queries teachers/pupil support workers had.

A number of new resources have been purchased to help with the development of appropriate, motivating and engaging activities suited to the needs of pupils. This included gross motor, sensory, cause and effect, numeracy and literacy resources.

Some classes have implemented project based learning in the primary and STEM projects for BGE classes in the secondary. Most classes in secondary participated in YPI initiative where pupils used their literacy, numeracy and HWB skills through project based learning. This gave pupils an opportunity to link their skills and learning to jobs in the work force.

We have one members of staff to lead SCERTS across the school. They have created information booklets for staff detailing strategies for partner stages; linked with SALT and other ASN school about SCERTS approaches; attended network meeting. SALT in collaboration with some class teachers have completed the full SCERTS assessment with identified pupils.

and implementing SCERTS to support learner engagement.

Language and Communication Strategies will be fully embedded across the school

Some class teachers have worked closely with our Speech and Language Therapists to devise individual strategies for some pupils. In some classes, staff have increased the opportunities for intensive interaction and widened the range of communication strategies being used eg. Talking mats, choice boards using photos or symbols. We have agreed a list of song signifiers which are being used to support pupils' understanding of transition times and have had lots of discussions about how to use objects of reference to support pupils' understanding of their timetable.

Some staff have used the SCERTS model as a framework to identify the needs of an individual child in their class.

Communication policy has been created and shared with staff and parents. Audit of pupils preferred mode of communication completed. A review and update of symbols and photos used in pupil visual timetables. Core words have been agreed and posters have been created for all staff. Increased school signage with song signifier buttons have been created around the school. Some staff attended the signalong course and experienced staff led signing groups during in-service days.

Audit was undertaken with staff to establish training needs for 2023/2024.

Evidence indicates the impact is:

Quality assurance procedures and policies have a structure and HGIOS focus for SLT observations and whole school, working groups. Through classroom and peer observations, staff report that most lessons are motivating, challenging and appropriate to the needs of pupils.

CAMHS ID input has resulted in identified pupils having a Behaviour Support Plan shared with all service providers working with those pupils. This ensures a common approach to meeting their needs. Staff have implemented agreed strategies to de-escalate challenging behaviours with some success. RIVO incidents for some pupils have reduced.

Working closely with our Speech and Language therapists has allowed some of our class teams to increase their knowledge of how to put SCERTS theory into practice with some of our young people. The participation in language and communication group has been a better understanding of what SCERTS is amongst some staff and how we are going to take this forward in classes around the school. With more staff making effective use of song signifiers and objects of reference, we are observing that some pupils are becoming more independent and confident with following their timetable and transitioning to different places in the school.

Pupils have engaged with new resources which have allowed for increased pupil engagement and motivation – staff have reported that pupils are more focused and engage in some activities for longer periods of time.

Next Steps:

- **To complete the Communication Friendly School Award:**
- **To continue to build Improvement in staff skill and confidence in using and implementing SCERTS to support learner engagement.**
- **IDL/project-based learning to be re-established across BGE**
- **Teaching staff to re-engage in professional dialogue. (Breakfast meetings)**

	<ul style="list-style-type: none">• SLT learning conversations (pupil voice q's)• CAMHS ID to continue to work with staff to help meet the needs of identified pupils including workshops and input at team meetings• To establish working group to look at literacy and communication using assistive technology
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<p>2. Closing the attainment gap between the most and least advantaged children:</p> <p>Our measurable outcomes for session 2022/23 were that: Through targeted intervention individual pupils will access the Learning Disability Team to ensure access to education.</p> <p>Additional APSW's will 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> <p>NIF Driver(s): School Improvement School Leadership</p>	<p>We have made good progress. What did we do?</p> <p>The learning disability nurse has continued to support various classes across the session. They have reviewed and have refreshed strategies to help reduce barriers to learning for some pupils. The learning disability team have modelled good practice to class staff. Learning Disability Team have worked with class staff to develop Behaviour Support Plans for identified pupils to reduce number of challenging behaviours.</p> <p>We have continued to appoint extra pupil support workers, via PEF funding, to support the learning and teaching in the classroom which has enabled the pupils to access learning for longer periods.</p> <p>Almost all class teachers have made good links with families through home/school diary, phone call and/or email. There has been regular access to class teacher with closer links to the home. Where required identified pupils who are still unable to return to school, class staff have been in regular contact with families to offer support and schoolwork.</p> <p>The family engagement coordinator has been developed a number of informative booklets about behaviours that can be sent home to parents - general behaviour strategies, behaviours around food, toileting, transitions etc. Resources have been developed to make communication easier between school and home as well as preparing resources for delivering workshops. They have drafted a Family Engagement policy. The family coordinator has delivered a variety of information and educational workshops for parents to attend. The informative workshops focused on information and strategies regarding communication, independent skills and behaviours. The educational workshops focused on the benefits and purposes of messy play, sensory play and relaxation strategies. These sessions have allowed parents to engage and become more familiar with activities and strategies used within school. The parents have also had the chance to observe interaction and interact with their children during these workshops.</p> <p><u>Evidence indicates the impact is:</u></p> <p>Early Indication is that parents and carers are keen to re-engage with the school and at a recent coffee morning we had a very positive turnout. Relationships with staff were re-established. Parents and carers indicated that they were keen to get back into school for future events. The learning disability nurse has established good relationships with some parents and staff in the school and contacted new identified pupils and families. She is familiar with identified pupils and has worked collaboratively with the school to support our pupils both in school and at home. Observations show that this relationship between the nurse and staff is well established.</p> <p>Class teams continue to be supported by the learning disability nurse to develop strategies to support children in class, and there has been a reduction in number of reported incidents for some identified pupils.</p>
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	<p>Identified families have had the opportunity to liaise with the learning disability nurse and have commented on the benefits of their support at home.</p> <p>Pupils have benefited from the additional PSW's employed and have been more engaged in their learning and progress is evident.</p> <p>A programme of family learning and family engagement was produced for session 2023 - 2024</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to increase quality communication between school and home through events such as coffee mornings and school events • Learning disability nurse to continue one day per week at Pinewood • Through targeted intervention individual pupils will access the Learning Disability Team to ensure access to education. • Additional APSW's will support identified pupils in class to access learning and teaching. • Increase links between family and school with a particular focus on re-engaging parents with the life of the school. • To trial using Seesaw as daily communication
<p>3. To improve employability skills, and sustained, positive school-leaver destinations for all young people. Our measurable outcome for session 2022/23 was to:</p> <p>Some pupils across the school will be given roles and responsibilities.</p> <p>Increased responsibilities for senior pupils</p> <p>Most pupils will develop an understanding of roles of workers in the community.</p> <p>To embed the Determining the Young Workforce (DYW) agenda across the primary & secondary curriculum</p>	<p>We have made good progress. What did we do?</p> <p>Pupils were invited to take part in the Pupil Council in both the primary and secondary department. Pupils were elected by their peers and met monthly Head Pupils and prefects were elected in both the primary and secondary school. Pupils had the responsibility of supporting their peers and teachers around the school.</p> <p>Pupils had the opportunity to take on roles and responsibilities within the classroom, for example lunch helper, snack helper, and develop their independence skills.</p> <p>Senior pupils have been delighted to take on the roles of tour guides to show visitors around the new building as we welcomed visitors to the school. Our S6 pupils took part in transition events in their final week of school, including a Leavers' Ceremony, Prom and residential stay as part of the Duke of Edinburgh Award. S6 pupils participated in committees to organise events around school. The school Prom committee liaised with local hospitality venues – making phone calls, sending emails, writing invitations and organising itinerary for evening event and menu planning. The Leavers celebration committee organised events including a trip to Blair Drummond Safari Park and the Leavers graduation.</p> <p>Pupils were elected to be on our Eco-committee. Both primary and secondary pupils met fortnightly, working towards our third Green Flag. They focused on activities to help around the school and local community including litter picking around the local park, the RSPB annual bird watch and created a wildflower garden. As well as continued the schools work on recycling by introducing a recycling bin for clothes.</p>

<p>NIF Driver(s): School Improvement</p> <p>School Leadership</p>	<p>Links continued with Livingston Designer Outlet (LDO) and worked in partnership to provide a workplace visit for a class in the secondary department. Students visited Pizza Express to learn about the running of a kitchen in the hospitality industry, and the different roles involved in making this work. This provided the basis of work-based learning in a real-life context which support work in the current employability groups.</p> <p>Work Placements were identified for some senior pupils within the school, including working in an office and a primary classroom. Outwith the school, one pupil attended a placement at The Foodbank Garden, and another at The Larder Bakery. We have in place plans to send out additional pupils to access supported work placements at the Foodbank Warehouse, Bo'ness and Kinneil Railway, and The Larder. Pupils also applied and were successful to gain a place on the West Lothian Council Schools Vocational Programme (SVP). Two pupils attended the Hard Landscaping course, run by Oatridge College, and two pupils attended the Bakery Course run by The Larder. Four pupils also attended the Animal Care Course (SVP), a partnership with Cedarbank pupils.</p> <p>The Senior Phase pupils ran two businesses as part of the Employability Programme. The Pinewood Pantry ran a small weekly bakery, which focussed on skills such as baking, selling and communication skills. The Pinewood Gardening Company grew their own plants to sell and kept the grounds and garden areas of the school well maintained. They learned how to cut grass with a lawnmower and cut the grass of a local resident. Two pupils completed a short Lawn Maintenance course as part of their Schools Vocational Programme. Pupils ran the Community Cafes in the school, serving parents, carers and the school community.</p> <p>Parents of pupils in their Senior Phase of school had access to information on the transition process at Pinewood School at our Transition Information Evening, which was very well attended. Transition Meetings were held for all our S6 pupils, and they were prepared for the transition to post school destination with the completion of their Transition Passport, induction visits to college and access to 1-1 sessions with our Skills Development Scotland Careers Adviser. Transition Meetings were held for P7 pupils, and information booklets were distributed, and an information session was offered as part of the Family Learning Programme. S5 Pupils had a Transition Meeting as they entered their final year of school.</p> <p>A Determining the Young Workforce (DYW) Co-ordinator was identified, linking with local authority group. The co-ordinator attended meetings and liaised with the Transition to Work Co-ordinator and the Work Experience Co-ordinator in the school to ensure we were including the current DYW Agenda across the school.</p> <p>Some staff attended training internally on DYW Agenda, Career Education Standard 3-18, Work Placement Standard. Some staff attended training supported by Skills Development Scotland (SDS) on My World of Work (MyWOW). DYW was a feature for professional discussion at Departmental Meetings throughout the year.</p> <p>Some pupils were involved in visits from St Johns Ambulance, Fire Service, West Lothian Council Operational Services, all who supported careers education across the school at both Primary and Secondary stages. They have been into class and talked to us about recycling and looking after our community. Pupils have also spoken to training and education staff about student placements in the Council. Senior pupils were involved with West Lothian Council Rangers Service Open Day, extending their already-established relationship with the council.</p>
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	<p>Other links and connections have been made with RHET (Royal Highland Education Trust) regarding a school visit to talk about agricultural careers</p> <p><u>Evidence indicates the impact is:</u></p> <p>Almost all pupils were involved in various school initiatives ongoing throughout the calendar year. Evidence of pupils taking part in whole school initiatives and taking on a responsibility in school and at home can be seen on our school blog and in pupil evidence folders. Most pupils were engaged in the activities and indicated that they were happy and would like to see more visitors in the school.</p> <p>S6 pupils are supported to access any post school placement, with good communication between the school and external agencies. Pupil information to help with a smooth transition has been shared with external agencies and new adult placements. There is a link person available for all new adult placements to liaise with within the school. Most pupils have made an induction visit to their post school placement with the support of school staff, and external agencies have visited pupils in school.</p> <p>S6 pupils achieved Bronze Duke of Edinburgh award after completing overnight expedition.</p> <p>Most S6 pupils engaged in work experience either in school or in the local community through supporting a local food bank, The Pinewood Pantry and The Pinewood Garden Company. Two senior pupils achieve National 4 award in Bread Making and Craft Bakery as part of their work at the Larder</p> <p>Pupils and parents are accessing Clothes Recycling Bin to reuse unwanted clothing.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Development of pupil's knowledge and understanding of employability skills • Identified pupils to have increased roles and responsibilities across the school • Most pupils will have an increased understanding of roles of workers in the community. • Increased links with local employers to support our young people • Develop responsibilities for senior pupils • Continue to develop staff and pupils understanding of the Determining the Young Workforce (DYW) agenda across the primary & secondary departments • Training for identified staff to deliver the DYW agenda
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Average attendance throughout both primary department is 89.55% and 86.25% in the secondary department (up to April 2023) During this session there were no exclusions from Pinewood School.

Parents are consulted regularly on pupil progress and attainment through review meetings and CPM's. These have been conducted in person or by phone if required. Staff have been regularly in contact with parents.

Our Wider Achievements this year have included:

A very successful YPI initiative within the secondary department

Burns Celebrations across the school

Fundraising for various charities. Comic Relief and Children in Need and Macmillan Cancer coffee morning

An engaging programme of “Well Being Themed Indicators” for our assemblies.

School Prom

Harvest festival and Easter and church services with links to local church and minister

Weekly Pinewood Pantry

Maths week

Kids Love Clothes collection bin

Pinewood Garden clean-up

Mocktails and Fashion show

Strictly Come Pinewood

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

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

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