

# Beatlie School



# PROGRESS REPORT FOR SESSION 2017/18

(Standards & Quality Report)

The Mall  
Craigshill  
Livingston  
EH54 5EJ

## **ABOUT OUR SCHOOL**

Beatlie School comprises both the school itself and an Early Years and Childcare provision (ELC). It provides non-denominational education for pupils with severe and complex learning difficulties aged between 5 and 18 years of age. The ELC supports children from 3 - 5 years with varying support needs. The usual catchment area is West Lothian although a placing request may be made if a child lives out with this area. Beatlie had a roll of 68 in the academic year 2017/18.

The school aims to provide education of the highest quality for all pupils which will meet their educational, personal and spiritual needs and which will enable them to be successful learners, confident individuals, responsible citizens and to be valued members of society in their present and future lives.

Beatlie is pleased to share progress made in Session 2017/18. The school enjoyed a highly successful year following a very full programme of stimulating, varied and appropriate learning opportunities for our children and young people. There is strong evidence of continuous improvement and the nursery and school have raised their profile in terms of educational achievements and innovations in learning and teaching. The school and nursery have worked hard on ensuring that developments meet the needs of the 21st Century in line with Curriculum for Excellence.

## **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 2017/18, what the impact has been and what our next steps will be to continue to address these priorities in Session 2018/19.**

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.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf).

We have also indicated the links to quality indicators (QIs) in How Good is our School?4 (HGIOS?4) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1. To raise attainment, especially in literacy and numeracy</p> <p>Our desired outcome for Session 2017/18 was to further develop pupils' social and communication skills through improved and consistent use of TacPac</p> <p>NIF Driver(s):</p> <p>Assessment of Children's Progress</p> <p>Teacher/Practitioner Professionalism</p> <p>Parental Engagement</p> <p>HGIOS?4 QIs: 2.2 2.3 2.4 2.5 3.2</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p>The school carried out an audit of resources and sourced new, appropriate and consistent resources to be used across the school and ELC from 3 – 18. The school subscribed to the full range of TacPac audio support to provide the full range of audio support necessary for effective TacPac. Staff attended TacPac training and new sets were introduced to all classes. Class teachers each conducted a professional enquiry looking at whether or not recording responses from each child had any impact on the progress made by each child. School arranged a training/information session for parents.</p> <p>Evidence indicates the impact is:</p> <p><u>Learners</u>; were responding positively to the new resources and more consistent use of TacPac and that there were signs of improvement even at pre-verbal level; some children and young people showing signs of anticipation and initiation and others communicating preferences and dislikes for particular activities..</p> <p><u>Teachers and support staff</u>; have a greater understanding of the purposes of TacPac and are using TacPac in a more meaningful and consistent way. As a result of the changes and training, they are more confident in their use of TacPac and this is benefitting the children.</p> <p><u>Parents</u>; have shown some interest in Tacpac and some have shared information about TacPac to a wider audience. Some are using TacPac at home.</p> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• Maintain the use of TacPac throughout ELC and school</li> <li>• Share with parents of new children coming into ELC</li> </ul> <p>We have made good progress.</p>
<p>Our desired outcome for Session 2017/18 was to increase Parental Engagement through introduction of a home/school aspirational target to be included in the child's Individual Education Programme (IEP).</p> <p>NIF Driver(s):</p> <p>Parental Engagement</p> <p>HGIOS?4 QIs: 2.7</p>	<p>What did we do?</p> <p>We worked in partnership with Lothian Speech and Language Therapy Service's pilot project and reviewed the timeline for the setting and evaluation of targets, encouraging parents to identify an 'aspirational' target which they would like to work on at home, in liaison with school.</p> <p>We encouraged parents to be more involved and engaged in setting up and reviewing progress of IEP targets.</p> <p>Evidence indicates the impact is:</p> <p><u>Learners</u>; A small but an important and significant first step in further developing parental engagement.</p> <p><u>Parents</u>; A small group of parents is engaging in a wider range of supports and strategies and in a different way to previous engagement.</p> <p>Next step;</p> <ul style="list-style-type: none"> <li>• Further develop parental engagement through increased provision of parent workshops.</li> </ul>

<p>2. Improvement in identified pupil's physical Health and Wellbeing</p> <p>Empower staff to highlight where they feel physiotherapy support can enhance their practice as well as pupils experience and engagement at school.</p> <p>Increase education staff's confidence and competency in supporting all pupils through enhanced Physiotherapy engagement within school activities</p> <p>NIF Driver(s):</p> <p>Assessment of Children's Progress</p> <p>Teacher professionalism</p> <p>HGIOS?4 QIs:</p> <p>2.4 3.1</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p>The PEF Physiotherapist worked in partnership with education staff in the, already established, weekly Rebound sessions which resulted in a more varied range of positions and techniques being implemented.</p> <p>Primary Cross Class Groups were set up, through discussion with Management, teaching staff and Physiotherapist, which included a bench group. Physiotherapy emphasis was on positioning and active participation.</p> <p>A 'Move It' group for mobile senior pupils was implemented to encourage mobility stamina and an emphasis on stair and stepping practice.</p> <p>A block of 1:1 Physiotherapy sessions was implemented for identified non ambulant senior pupils.</p> <p>A staff questionnaire was distributed at the start and end of the academic year. Initially looked at what support staff felt they needed for themselves and their children, and latterly how they had benefited from the input over the year.</p> <p>Ongoing discussion and liaison with education staff and management highlighted where input best utilised.</p> <p>The physiotherapist engaged with staff in a teaching and supporting role as a priority throughout all the input implemented.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on <u>learners</u>:</p> <p>Rebound input further enhanced each individual child's experience, enjoyment and active participation of the sessions.</p> <p>Bench group input resulted in children bench sitting with significantly reduced support, some independently by the end of the block.</p> <p>Participation in the 'Move It' group has resulted in individual students requiring less prompting and physical assistance to manage stairs.</p> <p>1:1 sessions have resulted in more tolerance of some pupils to the movement programs being carried out.</p> <p>Impact on <u>staff</u>:</p> <p>Staff have commented on how much more confident they are in carrying out positioning/activities as more aware why they are done, their benefit and importance. Most significant impact felt by Educational Rebound therapist who said 'despite having had Rebound training, the input from Physio was invaluable'</p> <p>Impact on <u>partners</u>:</p> <p>Working in conjunction with PEF Speech and Language Therapist during the extra session per week allowed for a more joined up approach where we gained a lot from each other's therapeutic input/emphasis and were better able to implement a holistic approach for children and education staff</p> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• Widen engagement to include other staff carrying out Rebound Therapy and Bench Group</li> <li>• Implement 1:1 sessions with Primary pupils</li> <li>• Investigate the MOVE (Mobility Opportunities Via Education/Experience) concept.</li> </ul>
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<p>Our desired outcome for Session 2017/18 was to further develop pupils' interaction with others, engagement in activities and self-expression through music therapy.</p> <p>NIF Driver(s):</p> <p>Assessment of children's Progress</p> <p>Teacher/Practitioner Professionalism</p> <p>Parental Engagement</p> <p>HGIOS?4 QIs: 2.2 2.3 2.4 2.5 3.1 3.2</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Class teachers across the nursery, primary and secondary departments identified children who would benefit from developing their interaction, engagement and self-expression skills through music therapy. This included children who experienced most difficulty in engaging and accessing the curriculum through other means.</p> <p>Music therapy assessments identified aims for each child who then attended a programme of group or individual music therapy. Progress was measured using the Music Therapy Observation Scale (MTOS) and audio/video recordings. The information was used to make continual improvements in each child's therapy programme and was incorporated into reports and reviews for staff and parents.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <p><u>Learners</u>; overall showed an improvement in levels of interaction, engagement and self-expression, with some children significantly more focussed and 'on task' over the course of the input. Some staff reported that some children were calmer and more focussed on return to class, with greater participation in their learning following music therapy.</p> <p><u>Teachers and support staff</u>; observed increased levels of engagement and interaction in music therapy sessions and some staff used musical activities more to develop interaction and engagement throughout the school day.</p> <p><u>Parents</u>; developed their knowledge and interest in music therapy through reports, discussion and video reviews, leading to a greater understanding of how music therapy supports their child's interaction, engagement and self-expression. Some parents were motivated to use instruments and recordings to develop musical interaction with their child at home and have requested further music therapy for their child.</p> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• Increase staff consultation and training to develop staff members' understanding of music therapy and increase their confidence in using music to support interaction, engagement and self-expression.</li> <li>• Offer a parent workshop to increase parental confidence in using musical games to support interaction with their child at home.</li> <li>• Engage parents in the process of setting appropriate aims for their child's music therapy.</li> <li>• Use a pre and post staff questionnaire to further assess the impact of music therapy on staff members knowledge and understanding of music therapy.</li> </ul>
<p>Our desired outcome for Session 2017/18 was to</p> <p>- Increase knowledge and confidence of staff in relation to:</p> <ul style="list-style-type: none"> <li>• the pupils levels of language and communication development</li> <li>• appropriate strategies to use.</li> </ul> <p>- Develop the language and communication levels of the pupils.</p> <p>NIF Driver(s):</p> <p>Assessment of children's Progress</p> <p>Teacher/Practitioner Professionalism</p>	<p>We have made very good progress</p> <p>What did we do?</p> <p>For the session 2017/18 (January 2018-June 2018) we focused on 3 projects.</p> <ul style="list-style-type: none"> <li>• <b>THE TRIPLE C ASSESSMENT</b>: Input was given from the PEF SLT to help complete the Triple C assessment for 1 pupil in each school class.</li> <li>• <b>SLT INPUT INTO REBOUND THERAPY</b>: The PEF SLT worked with staff involved with Rebound Therapy to introduce language/ communication targets and strategies.</li> <li>• <b>SLT INPUT INTO THE PRIMARY DEPARTMENT BENCH GROUP</b>: The PEF SLT worked with staff/ pupils in the bench group setting to introduce language and communication strategies.</li> </ul> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> <li>• There was a 37% increase in the confidence of staff in relation to their knowledge of the levels of language/ communication of the children that they work with.</li> <li>• There was a 52% increase in the confidence of staff in relation to their knowledge of appropriate strategies to use with the pupils that they work with.</li> <li>• We were able to see that individual pupils had made progress (as documented on target record sheets).</li> </ul>

<p>HGIOS?4 QIs:</p> <p>1.3 2.3 2.4 2.7 3.1 3.2 (HGIOELC)</p>	<p>Positive feedback was given from staff, for example;</p> <p><i>“It was really beneficial to have SLT input. We had discussions about how to develop the pupil’s communication skills as part of bench group. We included choice making at an appropriate level for all the children involved”.</i></p> <p><i>“Rebound is so motivating for our pupils and working on Speech and Language Therapy targets is so beneficial in this setting “</i></p> <p><i>“It has been so valuable in giving our staff a better understanding of the levels our children are at and encouraging them to think about how we ensure the learning opportunities we are providing are meaningful and motivating.”</i></p> <p><i>“At the end of the session we felt we had a shared understanding of the communication level that the child was functioning at and we were mindful of this in our planning....This has been a very positive process to be part of.”</i></p> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• Expand use of the Triple C assessment. We are planning to complete this with all pupils at key assessment points during their education.</li> <li>• SLT input into Rebound Therapy to be extended to those pupils who have their Rebound on a Friday morning.</li> <li>• SLT input into Bench Group to continue until new targets are in place for the new group of children who will attend the group session 2018/19.</li> </ul>
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<p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>Our desired outcome for Session 2017/18 was for all staff to have increased awareness and understanding of GIRFEC and the wellbeing indicators</p> <p>.... and to achieve Rights Respecting Schools Award – Level 2 by ensuring rights respecting language and values is embedded and sustainable within the school's ethos.</p> <p>NIF Driver(s):</p> <p>School and ELC improvement</p> <p>Teacher professionalism</p> <p>HGIOS?4 QIs:</p> <p>3.1</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p>Wellbeing indicators were made more explicit around the school and within paperwork. CLPL provided by SMT to ensure all staff were up to date with GIRFEC principles and procedures.</p> <p>Introduced use of pastoral notes</p> <p>Whole staff activity looking at wellbeing indicators in relation to specific children.</p> <p>We have made excellent progress.</p> <p>Completed RRSA audit and Action Plan</p> <p>Provided RRSA refresher training to all staff and embedded RRS language explicitly around the school and within paperwork.</p> <p>Created steering group with staff, pupils, parents and partners.</p> <p>Evidence indicates the impact is:</p> <p>All <u>staff</u> have a sound understanding of the principles of RRSA and the importance of the UNCRC.</p> <p><u>Staff</u> understand their role as Duty Bearers for our children.</p> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• Share report with parents.</li> <li>• Maintain Gold Level standard</li> </ul>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our desired outcome for Session 2017/18 was to extend range of meaningful experiences for Senior Phase pupils</p> <p>NIF Driver(s):</p> <p>Assessment of Children's Progress</p> <p>HGIOS?4 QIs:</p> <p>2.6 3.1 3.3</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p>We worked with our young people to identify areas of personal interest and found activities to provide appropriate experiences, e.g. a range of art experiences at Potter Around and musical experiences with Musically Active Dudes, and a range of individual leisure activities (cinema, bowling) and Eco work in the wider community.</p> <p>A thorough and bespoke transition plan supported each school leaver (and their parents/carers) to become familiar, comfortable and confident in their new setting.</p> <p>Developed links with Adult Day Centres including the new resource 'Active Health Care' in Broxburn.</p> <p>Evidence indicates the impact is:</p> <p><u>Young people</u> are more confident and prepared for life after school in resources which have been identified as best meeting their needs.</p> <p><u>Parents</u> feel well supported and have expressed their appreciation of the work and commitment to supporting their children through Senior Phase and into adult services.</p> <p>Partners have stated that they found joint working with Beatlie to be positive and very helpful.</p> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• Continue to identify new activities, resources and develop relationships</li> </ul>

## Our Achievements this year have included:

In November, Validated Self Evaluation process acknowledged Beatlie as being Very Good in 4 Quality Indicators from How Good Is Our School (HGIOS4) – ‘Leadership of Change’, ‘Curriculum’, ‘Teaching, Learning and Assessment’, ‘Securing Progress’ (HGIOELC) and excellent in ‘Ensuring wellbeing and inclusion’.

Care Inspectorate unannounced inspection awarded Beatlie Excellent in both areas inspected – ‘Quality of Care and Support’ and ‘Quality of Environment’..

Rights Respecting Schools committee unanimously agreed that Beatlie School was a Gold Level school and awarded the school its top accolade.

Beatlie has continued to raise awareness and fundraise for good causes including Jeans for Genes Day, Alzheimer’s, UNICEF, Changing Places Campaign, MacMillan, St John’s Children’s Ward, Children in Need etc though a variety of activities including cafes, sponsored walk, Christmas Fair, Soccer Aid obstacle course and much more.

Senior Phase pupils attended many challenging and enjoyable new experiences in preparation for life beyond school, culminating in an Art Exhibition at Howden Park Centre where their work was on display.

Senior pupils achieved a number of qualifications and awards from SQA and ASDAN.

Beatlie organised 2 inter-school events, inviting our Secondary ASN friends from Pinewood and Cedarbank to join us for a Ceilidh and Scottish lunch at Howden Park and then our Primary ASN friends from Pinewood and Ogilvie to an inter-schools sports day.

We have enjoyed many successful curricular focus days and weeks; Health Week, Fairtrade Fortnight, Caring and Sharing week, sports day, Road Safety Awareness week, World Environment Day.

Beatlie now has a website - <http://www.beatlieschool.westlothian.org.uk/>

Beatlie pupils continue to access a wide range of activities including swimming, Riding for the Disabled, Rebound Therapy, Clowndoctors, Christmas Pantomime, various class trips, Music Therapy.

## Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

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

How good is our leadership and approach to improvement?	Leadership of Change 1.3	Very Good
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Very Good
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Excellent
	Raising attainment and achievement 3.2	Very Good

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

How good is our leadership and approach to improvement?	Leadership of change 1.3	Very Good
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Very Good
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Excellent
	Securing children’s progress 3.2	Very Good

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