



Beatlie School IMPROVEMENT PLAN

2018 / 2019

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation
School profile- Diverse needs of pupils arising from complex medical and physical factors
Multi-agency working from 3 - 18

Local Authority Factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap
Delivering Better Outcomes
Single Outcome agreement
Corporate Plan
Integrated Children's Services Plan (Life Stages)
Education Services Management Plan
West Lothian's Early Years' Framework
West Lothian Parental Engagement Framework
Increased entitlement to early years' provision

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
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
Standardised Assessments
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
GTCS standards and professional update
Effective moderation processes (internal and external) to inform the achievement of a CfE level
Children and young people's assessments that are accurate and inform decisions and interventions and contribute to their progress and wellbeing



Vision Statement

Our vision in Beatlie is to create a nurturing, inclusive, innovative and stimulating learning environment and a respectful and positive ethos by working closely with everyone in our school community. Promoting independence and pupil voice are at the heart of all that is planned for our children and young people throughout their education. (United Nations Convention on the Rights of the Child - Article 23)

School Aims

In Beatlie, we aim to create a happy, nurturing environment which addresses the very specific physical, medical, sensory, social and educational needs of our pupils by,

- providing a stimulating, relevant and accessible curriculum with high quality learning experiences within a caring and supportive environment (UNCRC – Article 31)
- preparing our pupils for life by –
 - :- fostering independence
 - :- developing communication skills
 - :- providing support to move into positive, sustained destinations beyond school (UNCRC – Article 29)
- working closely with parents in a supportive and collaborative way to ensure a positive relationship between home and school (UNCRC – Article 18)
- working closely with a wide range of partners to ensure appropriate strategies and experiences are in place for every child (UNCRC – Article 3)
- ensuring that staff receive on-going professional development opportunities through high quality training and supportive quality assurance (UNCRC - Article 3)
- ensuring a culture of on-going self-evaluation, shared ownership, collegiate working and developing leadership at all levels (UNCRC - Article 3)
- recognising, valuing and celebrating achievements at all levels (UNCRC - Article 29)
- maintaining a climate where everyone is treated with respect and where every pupil is enabled to reach their full potential (UNCRC - Article 23)

In Beatlie we are;

Safe Healthy Achieving Nurtured Active Respected Responsible Included

Link to Curriculum Rationale

https://glowscotland-my.sharepoint.com/:w:/r/personal/wlcarol_robbie_glow_sch_uk/_layouts/15/Doc.aspx?sourcedoc=%7B83D47166-51E4-4843-B3AB-5D9E7731E1DD%7D&file=2018_06_18%20Curriculum%20Rationale.docx&action=default&mobileredirect=true

<p>Increased partnership working with parents provides further opportunities to engage in their child's learning.</p> <p>There is clear evidence of progression, breadth and variety demonstrated in the activities and resources used from ELC, through primary and into secondary and senior phase.</p>				<ul style="list-style-type: none"> • Each class to arrange opportunity for parents to 'Meet the team'. • Each class to identify a selection of resources which can be shared with parents. • Develop the resources section on the school website • Extend Learners' Journals into P1 as sharing tool for parents. • Work with partners to extend range of Parent workshops including re-introduction of PEEP. • Audit structure and content of morning group in each class through SMT and peer observations • Create a consistent approach to morning group within each department • Ensure that the content of morning group differs across ELC, primary and secondary with identified resources to be used at each stage. 	<p>Class teachers Class teams SMT</p> <p>P1 teacher SMT</p> <p>SMT Class Teachers</p>	<p>Oct 18 Dec 18</p> <p>Aug 18 Oct 18</p> <p>Oct 18 June 19</p>	<p>Feedback from parents and teachers.</p> <p>Class observations and professional dialogue</p>
<p>Improvement in Literacy for all:</p> <p>Pupils' social and communication skills are developed through improved and consistent use of intensive interaction.</p> <p>There is improved engagement</p>	<p><input checked="" type="checkbox"/> School Improvement</p> <p><input type="checkbox"/> School Leadership</p> <p><input type="checkbox"/> Teacher Professionalism</p> <p><input type="checkbox"/> Parental Engagement</p> <p><input type="checkbox"/> Assess. of Children's Progress</p>	<p>2.2 2.3 2.4</p>	<p>1.30 2.27 2.8 3.8</p>	<ul style="list-style-type: none"> • CLPL provided for all staff (Dave Hewitt) • Use video footage to share good practice. • Explore possible methods of recording pupil progress with staff • Staff to consider practitioner enquiry • Staff member from each team to complete Story Massage training and share with team • Consider developing Morning Group story 	<p>SMT All staff</p>	<p>March 19</p> <p>Sept 18</p> <p>Oct 18</p>	<p>Evaluate against HGIOELC 2.3</p> <p>Recording sheets, professional observation Teacher evaluations</p>

through the development of Story Massage across ELC and School.	<input type="checkbox"/> Performance Information			<ul style="list-style-type: none"> massage routine for departments Parent workshop arranged to share Story Massage 		June 19	
<p>Improvement in Numeracy for all:</p> <p>Pupil experience of numeracy is enhanced by the development of play-based learning opportunities that are directly linked to individual developmental stage.</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	1.2 2.2 2.3	1.31 2.21 2.27	<ul style="list-style-type: none"> Staff CLPL Introduce daily 'play' sessions and support staff to understand the importance of 'play' in developing early numeracy skills. Develop Numeracy Strategy as part of the Curriculum Rationale and share with all stakeholders. 	SMT All class teams SMT	Sept 18 June 19	Evaluate against HGIOS and HGIOELC 2.2 Staff have a sound understanding of the importance of play in children's development and learning
<p>Improvement in all children and young people's wellbeing:</p> <p>Pupils from 3 -18 benefit from an accessible 'Movement' and play programme.</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	2.2 2.4	1.31 1.25 1.12	<ul style="list-style-type: none"> Explore ideas/resources to develop as part of daily play opportunities indoors and outside Learning environments to be adapted to allow for increased freedom, movement and play 	All staff Class teams	Oct 18 Dec 18	Professional observation and feedback
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Pupils experience a smooth and effective transition into and out of Beatlie nursery and throughout school, (into Senior Phase and beyond.)</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	2.6 3.3 2.7	2.2 2.11 4.5	<ul style="list-style-type: none"> Seek views from parents, staff and partners Involve parents more - June parents' evenings to include existing and new teacher if applicable Seek views from receiving schools after transition Create checklist to support transition 	SMT Class teachers	Sept 18 June 18 Sept 18 June 19	Parental feedback Re-evaluate against 2.6 Transitions

**Additionality: Pupil Equity Funding Plan:
Closing the attainment gap between the most and least advantaged children**

PART 1: Contextual Data Analysis & Rationale

The school is a small specialist provision for children and young people who experience profound, severe and complex physical, medical and learning difficulties. A total of 62 pupils aged from 3-18 years currently attend the school. This breaks down as 36 in early years, 18 in primary and 14 in secondary. Adult to pupil ratio is very high in the school and high in nursery with a range of teaching, support and health staff. The school is supported by NHS nurses and visiting health professionals including speech and language therapists, occupational therapists and physiotherapists. The school consists of a modified ex-primary school building which includes a nursery area, soft play areas, sensory rooms, classrooms, medical facilities and gym hall and sensory garden. Overall the provision creates a stimulating spacious, welcoming and flexible learning environment.

The barriers to learning, progress, attainment and achieving in Beattie are due to the profound and complex nature of the pupils disabilities and do not correlate to their SIMD quintiles. After discussion with parents and professionals, it has been agreed that the funding is used across the school in ways which will reduce barriers and provide stimulating and enriching experiences for all children which will help them develop and learn.

Roll

	School Roll
2015/16	30
2016/2017	31

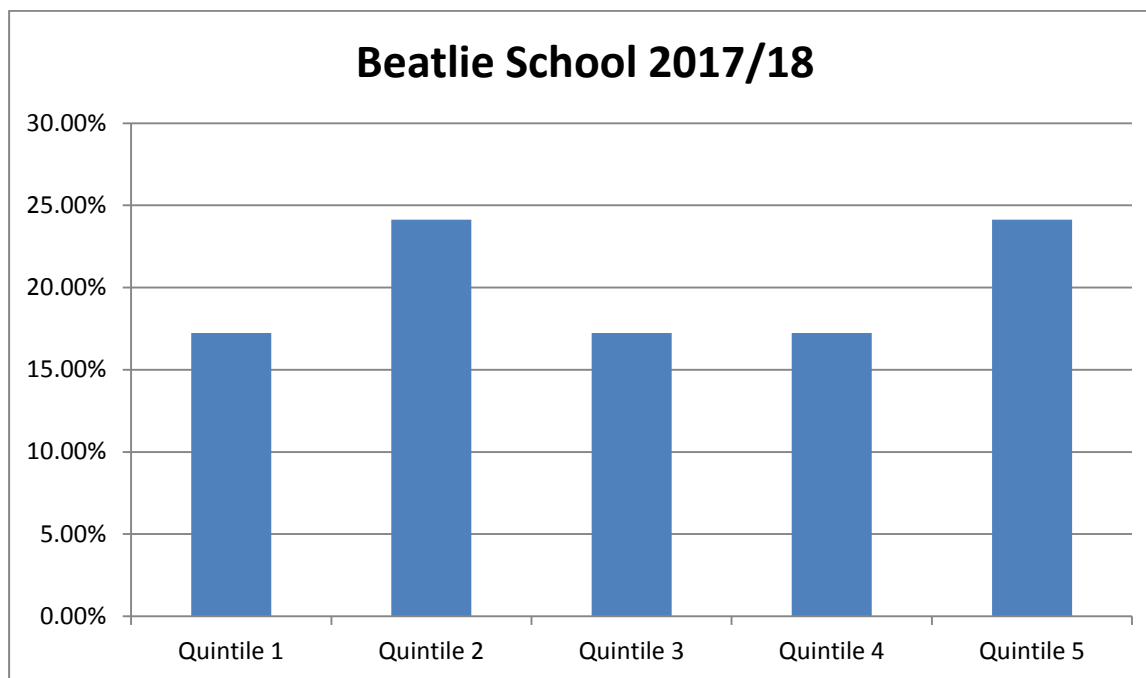
	2017/2018 Roll
P1	4
P2	4
P3	1
P4	4
P5	0
P6	4
P7	1
S1	4
S2	1
S3	0
S4	4
S5	2
S6	3
Total	32

Attendance & Exclusions

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
School Attendance	91.22%	90.24%	89.8%	89.11%	89.43%	88.04
School Authorised Absence	8.03%	8.86%	8.26%	10.86%	10.17%	11.37
School Unauthorised Absence	0.75%	0.90%	1.94%	0.03%	0.40%	0.59
School Exclusions Openings	0	0	0	0	0	0

Deprivation 2017/18

	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	#N/A
Beatlie School	17.24%	24.14%	17.24%	17.24%	24.14%	0.00%



School Free Meals	100%
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Individual Pupils with and ASN	100%
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PART 2: Actions & Outcomes

PEF Priority	Proposed Actions & Resources <i>(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)</i>	Stage/ Year Grp	What is the expected impact on reducing the gap in your context of your proposed actions? <i>(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)</i>	How will you measure the impact? <i>(You must be specific here in terms of:</i> <ul style="list-style-type: none"> • <i>new and existing performance data and other quantitative and qualitative information that will be required</i> • <i>plans for how data will be collected and reported)</i>
Literacy	Learning and Teaching: <i>Speech and Language Therapy to provide additional targeted input for pupils and staff</i>	<i>All ages and stages</i>	<ul style="list-style-type: none"> • <i>Empowerment of staff (resulting from the opportunity to highlight areas that Speech and Language Therapy can support and enhance their practice).</i> • <i>Increased staff confidence and</i> 	<ul style="list-style-type: none"> • <i>Staff Feedback (e.g. questionnaire)</i> • <i>Evidence of increased engagement through tracking charts</i>

			<p><i>competency in supporting all pupils through enhanced Speech and Language Therapy engagement.</i></p> <ul style="list-style-type: none"> <i>Improved pupil experience, opportunity and engagement as a result of the increase in staff's awareness of and skills in implementing appropriate language and communication strategies in everyday functional situations.</i> 	
Numeracy				
Health and Wellbeing	<p><i>Learning and Teaching:</i> <i>Physiotherapy to provide additional input for individual pupils and staff development.</i></p>	<p><i>All ages and stages</i></p>	<ul style="list-style-type: none"> <i>Improvement in identified pupil's physical Health and Wellbeing</i> <i>Empower staff to highlight where they feel physiotherapy support can continue to enhance their practice as well as pupils experience and engagement at school.</i> <i>Increase education staff's confidence and competency in supporting all pupils through enhanced Physiotherapy engagement within school activities/groups etc</i> 	<ul style="list-style-type: none"> <i>Staff Feedback (e.g. questionnaire)</i> <i>Evidence of improvement in learners' physical wellbeing through tracking information e.g. goal setting and record keeping.</i>
Across Learning	<p><i>Learning and Teaching:</i> <i>The Triple C Assessment (Checklist of Communication Competencies) to be completed with speech and language therapy input for an increased number of identified pupils across the school.</i></p> <p><i>Learning and Teaching:</i> <i>Music Therapy to be provided for identified individuals and groups of pupils</i></p>	<p><i>All ages and stages</i></p> <p><i>All ages and stages</i></p>	<ul style="list-style-type: none"> <i>Increased staff confidence and competency in supporting all pupils through increased knowledge of their developmental level. This will also result in improved pupil experience.</i> <i>Improved pupil experience, opportunity and engagement as a result of the increase in staff awareness of child/ young person's communicative level.</i> <i>Increase in pupil interaction, non-verbal communication and awareness of others during music therapy which can be transferred to other learning situations.</i> 	<ul style="list-style-type: none"> <i>Impact on learners via analysis of assessment data. from which appropriate strategies will be devised and implemented.</i> <i>Staff Feedback (e.g. questionnaire)</i> <i>Evidence of increased engagement through tracking charts- completed by school staff and music therapist</i>

			<ul style="list-style-type: none"> Increase in staff knowledge and understanding of techniques to develop interaction and engagement with pupils 	<ul style="list-style-type: none"> Progress reports(produced by music therapist)
Cluster Professional Learning (bespoke)				

PART 3: Planned Expenditure

Type of Expenditure August 18 – June 2019		Notes (eg FTE, no of hrs)	Cost
Staffing:			
Professional Learning:			
Programmes & Interventions:	Additional input from physiotherapy.	1 day per week	£8000
	Additional input from speech and language therapy services.	1 day per week	£8000
	Music therapist	1 day per week	£10000
Total:			£26000