

Beatlie School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

33 Grange Road

Craigshill

Livingston

EH54 5BT

ABOUT OUR SCHOOL

Beatlie School is situated in Craigshill and our new building has been purpose built to meet the needs of pupils with significant physical, medical and learning disabilities. The building includes a 4 D multi-sensory room, a hydrotherapy pool, a rebound therapy room as well as extensive adapted outdoor areas which greatly enhances our outdoor learning curriculum. Beatlie School supports children from across West Lothian. The school has 7 classes and is comprised of Early Learning and Childcare (ELC), primary and secondary departments supporting children from 3 – 18. In 2024-2025 there were 7 classes in the school covering the broad general education (BGE) and the senior phase. The current roll is 37 in the school and 2 in the ELC.

Our staff team is made up of a Head Teacher, 2 Principal Teacher, 11 teachers (4 of whom work part time). All classes are supported by Advanced Pupil Support Workers with the addition of an ELC practitioner in the early years setting. Staff are highly skilled and undertake a range of training to support the needs of pupils at Beatlie. We work closely with our nursing team, therapists and a wide range of other partners including Hearts and Minds (Clowndoctors) and RDA (Riding for the Disabled). We welcome volunteers and students from all areas.

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

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2024/25, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY <i>Learners will benefit from an innovative and progressive curriculum that develops and tracks skills for life and that is underpinned by strong shared values</i>	HOW DID WE DO?
Our measurable outcome 1 for session 2024/25 was to ensure: Our curriculum is underpinned by a strong and shared vision and values UNCRC toolkit: 1. Recognising and realising rights 2. Culture, values and ethos 3. Skills and attitudes 4. Links to the curriculum 5. Targeted support NIF Drivers: School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Curriculum and Assessment Performance Information Parental Engagement	<i>We have made very good progress.</i> <i>What did we do?</i> • We consulted with all staff, partners and families to agree on our 3 core values: ○ Happiness ○ Respect ○ Inclusion • We made these more visible round the school and on paperwork ensuring they were embedded in all aspects of the life and work of the school <i>Evidence:</i> <i>Staff complete wellbeing check ins, observations and evaluations of learning which show that all pupils are respected, included and happy at school.</i>
Our measurable outcome 2 for session 2024/25 was to ensure Excellent and consistent learning, teaching and assessment in supporting our pupils to develop skills for life in relation to their personal and social development UNCRC toolkit: 1. Recognising and realising rights 2. Culture, values and ethos 3. Skills and attitudes 4. Links to the curriculum 5. Targeted support NIF Drivers: School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Curriculum and Assessment Performance Information Parental Engagement	<i>We have made very good progress.</i> <i>What did we do?</i> <i>In developing our PSE (Personal and Social Education) framework we:</i> • Identified key lifeskills for pupils working at a pre-early level from 3-18 in relation to their physical and social wellbeing • Created guidance for supporting the mental and emotional wellbeing for pupils working at a pre-early level from 3-18. • Made use of the framework to create a tracker so we can measure progress and support planning for pupils mental, emotional, social and physical wellbeing. <i>Evidence Indicates that:</i> • All teachers agree or strongly agree that the newly developed PSE framework will lead to more relevant targets being set, ensure more consistency in teaching and learning (in PSE) across the setting, help pupils build on prior learning and ensure functional learning experiences for pupils.

Our measurable outcome 3 for session 2024/25 was to: Embed Health and Care Intervention Groups as part of the Curriculum UNCRC toolkit: 1. Recognising and realising rights 2. Culture, values and ethos 3. Skills and attitudes 4. Links to the curriculum 5. Targeted support NIF Drivers: School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Curriculum and Assessment Performance Information Parental Engagement	<i>We have made good progress.</i> <i>What did we do?</i> • <i>We have continued to run weekly health and care groups for identified pupils focused on developing tolerance of interventions</i> • <i>We have included developing tolerance of health and care interventions as part of the PSE framework to ensure all learners benefit from strategies.</i> • <i>We have developed greater awareness across staff of the importance of supporting pupils to cope with important health and care procedures.</i> • <i>Identified pupils visited Sick Kids in Edinburgh as part of this programme.</i> Evidence Indicates that: • All pupils have benefited from access to weekly care and health intervention groups • Staff and parent feedback indicates positive impact for identified pupils • Feedback from nursing team indicates sessions have improved tolerance of blood tests and flu vaccinations for certain pupils. This was evident from their responses and participation on the day.
Our measurable outcome 4 for session 2024/25 was to: Further develop skills and knowledge in learning and teaching for Beatlie pupils through practitioner enquiry UNCRC toolkit: 1. Recognising and realising rights 2. Culture, values and ethos 3. Skills and attitudes 4. Links to the curriculum 5. Targeted support NIF Drivers: School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Curriculum and Assessment Performance Information Parental Engagement	<i>We have made good progress.</i> <i>What did we do?</i> • <i>All teachers received training from Educational Psychology colleagues in undertaking practitioner enquiry</i> • <i>Teachers planned an enquiry based on issues identified within their own classrooms supported by leadership through the PRD process.</i> • <i>Enquiries carried out and then outcomes shared with rest of teaching staff</i> • <i>All teachers agreed next steps based on results from the enquiries that would support curriculum development</i> Evidence Indicates that: • <i>Staff feedback confirms they have enhanced their knowledge of teaching and learning strategies to support learners with complex additional support needs. Teachers have gathered evidence that shows pupils have also benefitted from the work carried out in the projects.</i>
Our measurable outcome 5 for session 2024/25 was to: Provide support where required for parents to feel confident in supporting health and wellbeing needs at home	<i>We have made good progress.</i> <i>What did we do?</i> • <i>We asked parents if they would like support with various aspects of supporting their child's wellbeing. Parents who responded were offered support through home visits or observations of health and care interventions in school.</i>

UNCRC toolkit: 1. Recognising and realising rights 2. Culture, values and ethos 3. Skills and attitudes 4. Links to the curriculum 5. Targeted support NIF Drivers: School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Curriculum and Assessment Performance Information Parental Engagement	<i>Evidence Indicates that:</i> • <i>Feedback from parents has shown they have benefitted from advice around strategies and experiences to help their child tolerate health and care interventions.</i>
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Engagement with parents and other stakeholders in improvement planning and on reporting school performance.

We have had very positive feedback from staff, partners and parents about the school's work over this last year.

We regularly consult with parents about aspects of school improvement throughout the year. We use a variety of approaches such as surveys and questionnaires as well as informal and formal discussions. We have now established a 'Friends of Beatlie' group who will be able to support with all aspects of school life including improvement.

All staff discuss and agree priorities collegiately and partners are consulted regularly. All feedback from staff and partners is used to ensure continuous development and improvement.

The annual Standards and Quality Report is shared with parents and is available on the council and school websites along with the School Improvement Plan.

Our Wider Achievements this year have been:

- Some staff and pupils attended a committee at the civic centre at the start of the year to give a presentation about our previous mathematics and numeracy thematic inspection that had been very positive. This was a great opportunity to raise the profile of our school. Councillors were greatly impressed by our pupils.
- We have continued to work closely with Physio and identified pupils are now regularly using the Innwalk (specialised dynamic standing frame) to engage in a passive walking experience. Positive impact has been recorded.
- Pupils have continued to access our Hydrotherapy pool with bespoke programmes in place. This continues to have very positive impact with fantastic progress captured for individual pupils.
- In January we had a school inspection led by HMLe. They were very happy with the standards of learning and teaching and the support provided to help pupils achieve and make progress and we received 'very good' grades.
- We have strengthened links with other ASN schools and attended joint sports festivals as well as linking with senior phase pupils from other schools to attend a weekly community group. One of our S6 pupils attended an end of year prom with Pinewood leavers.
- We have established a link with the local mainstream primary and welcomed pupils into Beatlie on a weekly basis to undertake joined play and learning with Beatlie pupils.
- We organised a visit from a specialised theatre company who delighted our pupils with an imaginative, interactive dance performance. We also visited Lyra Theatre in Edinburgh with a group of pupils who enjoyed an immersive, sensory production.
- We have developed a partnership with the WLC community payback team who created a magical Christmas Garden for us and plan to support some garden maintenance in the future.

- Senior pupils have taken part in the community gardening project 'Growing together' along with David Tatton from West Lothian Youth Action and other local schools.
- A parent of a previous Beatlie pupil has set up a community group for young adults with physical and learning disabilities and our senior pupils have been attending this every week as part of their transition to young adulthood.
- We achieved our 'cycle friendly status' this year and have another green flag thanks to all the hard work from the Eco committee.
- Ochiltree class explored lots of ways of upcycling as part of their topic and ASDAN work and launched a clothing bank. This now sits at the porch area of our school and is available to all community members alongside a foodbank which was launched at the same event.
- A number of pupils have benefitted from visits to The Yard Adventure Play Centre in Edinburgh. This inclusive play environment encouraged pupils to explore a range of motivating resources and actively engage in interactions with new peers.
- We have continued to have regular visits from Live Music Now this year and staff have given positive feedback about the interactions between pupils and the musicians as well as examples of extended attention and engagement from a number of children.
- Charan form Dance Namaste continued working with identified pupils this year from ELC through to Senior Phase. Staff commented on high levels of engagement and interaction from pupils during these sessions. Some parents and family members have also observed the sessions and commented positively on the innovative experience their child has benefitted from.
- Happy Hoofbeats therapy ponies visited school this term and all classes had the opportunity to interact with the ponies, leading them around the playground and participating in animal care activities.
- S6 pupils have completed their bronze DoE and all senior phase pupils have completed a variety of SQA and ASDAN awards.
- We held two Family Fun events after school with Fischy Music and Beats of Brazil. The feedback from the parents who attended these was very positive.

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

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

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

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

+Delete if not relevant

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