

Beatlie School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2025/26

(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 is comprised of Early Learning and Childcare (ELC), primary and secondary departments supporting children from 3 – 18. In 2025-2026 there were 7 classes in the school covering the broad general education (BGE) and the senior phase. The current roll is 38 in the school and 3 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 Early Years Officer and 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.

Promoting independence and pupil voice are at the heart of all that is planned for our children and young people throughout their education (UNCRC, article 23) and all learning is underpinned by our values of **inclusion**, everyone is valued, **respect**, everyone is treated with kindness and **happiness**, all learning is fun, motivating and relevant.

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 2025/26, what the impact has been and what our next steps will be to continue to address these priorities in session 2025/26.

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 Pupil experience will be enhanced through positive relationships and opportunities to engage in a wider range of curricular experiences, contributing to the development of key life-skills.	HOW DID WE DO?
Our measurable outcome 1 for session 2025/26 was to ensure that: Best practice in relation to positive relationships is consistent across the setting underpinned by our refreshed policy and guidance 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>Explored national and local guidance about positive relationships with all teaching staff</i> • <i>Engaged with all staff to discuss examples of good practice and link to national and local guidance</i> • <i>Updated positive relationships policy taking account of staff input.</i> • <i>CLPL for all staff exploring ways to build relationships and meet the needs of Beatlie pupils.</i> <i>Evidence indicates that:</i> • <i>There is increased use of positive response plans to support the use of consistent strategies for identified pupils</i> • <i>There is more consistent understanding of strategies to support pupil wellbeing</i>
Our measurable outcome 2 for session 2025/26 was to Support independent living skills for pupils by completing 'Daily living' section of the life-skills framework 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>Identified key lifeskills for pupils working at a pre-early level from 3-18 in relation to independent living</i> • <i>Gathered feedback from parents and partners in relation to daily living skills</i> • <i>Created a tracking system to measure progress and support planning for these identified skills and outcomes.</i> <i>Evidence Indicates that:</i> • <i>Teacher assessment shows that pupils are working towards functional and relevant outcomes in relation to their own independent living skills</i>

Our measurable outcome 3 for session 2025/26 was to: Develop use of digital literacy to enhance pupil experiences and opportunities 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>Staff worked with digital pedagogy officer to become more confident in using online tools and promethean panels to enhance learning and teaching</i> • <i>Identified pupils have been supported to create simple videos.</i> • <i>Teachers shared practice in the use of a variety of relevant and motivating digital resources for our pupils.</i> • <i>Each teacher explored a new digital resource with their pupils</i> <i>Evidence Indicates that:</i> • <i>Teachers are using a wider range of digital resources to support inclusion, engagement and participation</i>
Our measurable outcome 4 for session 2025/26 was to: Review use of awards and qualifications in senior phase and explore further opportunities across the school. 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>Introduced new qualifications for identified senior phase pupils to promote challenge</i> • <i>Involved a wider range of teachers in planning, implementing and evaluating SQA awards and qualifications.</i> • <i>Trialled a swimming award system across the setting</i> • <i>Explored a new music award system that we will introduce for all our pupils.</i> <i>Evidence Indicates that:</i> • <i>A wider range of staff are more confident in delivering SQA qualifications.</i> • <i>Identified senior phase pupil has achieved a national 2 qualification in addition to other awards and qualifications.</i> • <i>% of pupils have achieved either a bronze, silver, gold, platinum or diamond award for our swimming programme</i>
Our measurable outcome 5 for session 2025/26 was to: Create opportunities for pupils to develop skills and interests through mixing with	<i>We have made very good progress.</i> <i>What did we do?</i> • <i>Organised a range of cross class groups that were based on strengths and interests for pupils to attend on a weekly basis across the primary department.</i>

NIF Drivers: School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Curriculum and Assessment Performance Information Parental Engagement	• Cross class groups linked to ASDAN and SQA awards planned and implemented across the secondary department • Focus of groups included communication, play and transition <i>Evidence Indicates that:</i> • <i>Feedback and observations highlighted high levels of participation and engagement in cross class groups</i> • <i>Staff are more confident in working with learners across school.</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:

- We have continued to work very closely with physiotherapy to support access to wide range therapeutic movement opportunities including Innowalk, rebound therapy, use of adapted trikes, hydrotherapy. An increased number of staff have had the opportunity to develop their confidence in supporting these activities.
- We received our Bronze Award in the Special Olympics Motor Activity Training Programme and have hosted 2 MATP challenge events in the primary department where pupils showcased their individual skills to families. Over 60% of our families attended these events
- Pupils from across the school have attended a variety of sporting events held by the ASN Active Schools team, including Boccia, Curling, Athletics and Fun Runs
- We have created new links with local sport and fitness organisations, including American Golf Driving Range, West Lothian Indoor Bowls, DanceWorld and FoxFit. Our secondary pupils have experienced and developed new skills through accessing these facilities
- A new swimming skills progression has been implemented, and many pupils have made great progress and achieved an award.
- Some senior pupils have been attending a weekly young adults' social group at the Albyn in Broxburn, which was set up by an ex-pupil's Mum. This has resulted in pupil building positive relationships with peers from out with the school community
- We were invited to attend the 2026 Special Schools Dance Festival held at Oaklands School in Edinburgh. Our 5 secondary pupils who attended practised and confidently performed a dance to the large audience
- For our participatory budget allocation, we consulted with our parents and carers to identify new and exciting activities for our pupils to experience. Our class teams then chose a preferred activity for each child to participate in based on their motivations and interests. All pupils took part in one of the following: 3 Fischy Music session; 3 animal handling experiences with Cool Creatures; a visit to Lyra Theatre for the sensory production Brrr!; A Wet Wheels Sailing session. Feedback from staff indicated very high levels of engagement from all pupils during activities.

- The Clowndoctors team continued their weekly visits to our Beatlie classes but also explored a new residency format. This involved two of the team being in school for 3 consecutive days and, rather than leading individual and group sessions, they joined our pupils in a range of learning experiences led by the class team. Staff feedback suggested some pupils were more motivated and engaged during the class activity when the Clowndoctors were there to facilitate and compliment the experience.
- Senior pupils have continued taking part in a range of activities in the wider community, encouraging them to use learned skills in different environments as part of our ongoing focus on developing key life skills
- We achieved our 7th Eco school Green Flag award thanks to all the hard work of the Eco committee and are continuing to develop our fair-trade and rights respecting schools achievements as part of our Learning for Sustainability work.
- Duntarvie class collaborated with local charity “River Kids” in order to support local families in need over the festive period, by raising funds and collecting donations to create “sensory shoeboxes” containing aids, toys, stories, and symbolised resources. This also enabled senior phase pupils to achieve their Fundraising SQA award.
- 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 has 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.
- A wider range of pupils have had the opportunity to participate in a weekly choir. There have been very high levels of engagement and enthusiasm during this group and next steps are to share this with our local mainstream primary school.
- The school has been awarded the Sounds of Intent bronze award in recognition of the importance given to music throughout the setting.
- A number of staff have received training in using ‘soundbeam’, a new music technology that we plan to use to support music as well as other areas of the curriculum.
- All our S3 pupils have completed ASDAN transition challenge award.
- Senior phase pupils have completed a variety of SQA and ASDAN awards and successfully completed bronze, silver or gold personal achievement and adult transition awards.
- All classroom staff received training in Intensive Interaction through Concept Training to deepen their knowledge and understanding of how to communicate and build relationships with our pupils

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)