



Improvement plan 2023/24

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School Context

St Crispin's is a non-denominational school in Edinburgh for learners with severe and complex additional support needs. Our aim is to provide child centred education which develops skills that allow our learners to integrate into their communities to their full potential. We value each individual child for who they are and highlight the importance of high-quality provision for children and young people who can flourish with the right support. Families form a huge part of our ethos as we appreciate the considerations of having a family member with a complex and lifelong additional support need.

We are a primary and secondary through school for children and young people aged between 5-18yrs. Our learners have a diagnosed intellectual disability, and many have a diagnosis of autism spectrum disorder. Our learners require significant support and supervision from our skilled team of staff. In February 2022 we moved to a new, purpose-built accommodation in the Burdiehouse community. Children and young people come from all areas across the local authority. Most of our learners are transported to and from school by council buses and taxis and are supported by escorts. This session we have 9 classrooms in the school: three primary classes and six senior classes.

We have a school roll of 54 learners with a maximum of 6 learners in each classroom. We have 5 senior school leavers this session who are moving onto positive destinations within adult services. Every class has a teacher and there is support from a team of Nursery Nurses and Pupil Support Assistants across the school. The Senior Leadership team is now made up of an Acting Headteacher, two Deputy Headteachers and two Principal teachers. Over recent years St Crispin's has had significant changes in the leadership of the school. The current Acting Headteacher has been in post since May 2022 whilst the substantive Headteacher was on secondment as Quality Improvement Manager. The Headteacher post will be advertised seeking a new permanent appointment in August 2023.

We have a full-time PE teacher, 0.4fte Music and Art Teachers. There is a 0.5fte Business Manager, a fulltime admin assistant and two school janitors on our school staff team. We have input from NHS colleagues in the Speech and Language and Occupational Therapy Teams, Child and Adolescent Mental Health Service and Community Learning Disability Nursing. We also have strong links to an NHS Paediatrician. Our families are also supported by our school Educational Psychologist and Disability Social Work.

Learners in the Assessment Unit are supported by a team of Pupil support Officers. This team supports within the unit and across the school but in future will be other special schools across the local authority. Composition of the class teams is created in response to the unique needs of our learners in each classroom. Where possible we try to place our learners in chronological age but for most classes our learners will be placed in accordance with their developmental needs.

This session we have expanded into using our whole school building to the fullest. At the end of the 21/22 session all pupils were still experiencing limited transition opportunities. This was an impact of pandemic restrictions and a mid-year move to a new building. Learners in St Crispin's school find new transition routines require significant support and repetition with consistent approaches for them to become familiar and routine. During session 23/24 we started using the gym hall for P.E. and swimming pool for lessons. This has resulted in a significant improvement in the delivery of the P.E. curriculum which is essential to our learners who display high degrees of sensory seeking behaviour. Music and art were also reinstated, and this has seen learners access high quality input from specialist teachers. Opportunities to gather as a whole school again have also been reintroduced, which have seen the ethos of the school come to the fore. Primary and Secondary lunch sittings, whole school assemblies and whole staff meetings have taken place in person regularly which have allowed us to begin to build a sense of belonging in our new setting.

Families have also joined us for whole school events for the first time since pre-COVID. We held two successful Ceilidhs which parents were invited to and a coffee morning which raised over £500 in funds for school resources. Parents' Evenings were also held in person, which allowed the families to see the interior of the school and gain a sense of the school day for their children. Visiting specialists also attended, which gave an indication of the wider support which feed into the school.

Admission to St Crispin's is by decision of the Children and Families Department following assessment, consultation with Parents and Carers and consideration by the Education Placement Group (EPG). This group meets each year to consider placements for the next school session. Children and Young People can enter the school at any time during their school years at the recommendation of EPG and if there is a vacancy. Parents can make placing requests for consideration at the EPG at any time.

Curriculum

Rationale

Our learners have a range of complex, long term additional support needs and require a significantly modified learning environment. The needs of our learners are primarily associated with intellectual disability and autism spectrum disorder. The curriculum is designed using the seven principles of design across the four contexts where all children develop in the four capacities. Curriculum is planned through each child's IEP. The curriculum is delivered using Pre-early foundation milestones, Pre-early level milestones and through Curriculum for Excellence outcomes


Learning Pathways

Within a planned cycle of assessment, moderation and tracking, each individual learner will encounter learning experiences in one or more of the pathways.

Skills for Learning, Life and Work

Skills for learning, life and work are embedded across areas of the curriculum. In all planned learning there will be skills focus and progress is measured through the IEPs.

Pre-Early level foundation milestones	Pre-Early level milestones	C f E experiences / outcomes	Senior Phase
Attention skills Communicating preference and choice Interaction Cognitive	Pre-Early Level Literacy and English Pre-Early Level Numeracy and Maths Pre-Early Level Health and Wellbeing	Early, First, Second Levels Literacy and Communication Numeracy and maths Health and wellbeing All other curricular areas, as appropriate	National One PA/PD Awards ASDAN

	Health, Wellbeing and Resilience	Overall Responsibility	HT
Next steps from Standards and Quality report	<ul style="list-style-type: none"> • Vision statement • Relationship policy • New staff Induction • End of year report format • Parent/Partner improvement consultation 		
NIF Priority <ul style="list-style-type: none"> • Improvement in children and young people's health and wellbeing 		QIs/Themes <ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 1.4 Leadership and management of staff 2.2 Curriculum 2.4 Personalised support 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 	

Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure Impact?	Timescale(s)	Progress 1 (Jan)	Progress 2 (May)
Clarity of purpose of education for pupils with complex Intellectual Disability. Learners should experience complimentary support from adults with shared goals	Create a Vision statement which reflects the aims and values of St Crispins	Pre-evaluation staff feedback was 7.8/10 on clarity of vision. While high it was below most scores. In May 2024 it will be revisited with an anticipated increase	August 2023 creation May 2024 feedback		
Shared staff understanding of response to dysregulated behaviour and support available in school	Relationship policy reviewed with staff focus groups	Feedback from staff in May 2024 about effectiveness of process	Review throughout year May 2024 feedback		
Improve knowledge of new staff so they can provide essential universal approaches upon starting	Introduce Universal Supports guidance to Induction program Develop mentor approach for new teachers and nursery nurses	Staff questionnaire asking about confidence going into class	Every time a new staff member starts		
Improve quality of feedback for parents and relate to IEP targets in end of year report	Review headings on end of year report format	Parent feedback	May 2024		
Seeking to have parent and partner voice included in direction of school	Include in self-evaluation at end of year Report feedback slips	Qualitative data collated	May 2024		



Teaching, learning and assessment

Overall
Responsibility

HT

Next steps from
Standard and
Quality report

- Curriculum coherence and tracking and monitoring
- Sustainability curriculum
- Universal Supports
- Planning meetings
- Increase in school roll
- ASDAN/SQA evidence consistency
- SALT/OT input
- Moderation of IEPs
- 1:1 Planning meetings
- Pathways
- Professional learning

NIF Priority:


- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

QIs/ Themes

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure Impact?	Timescale(s)	Progress 1 (Jan)	Progress 2 (May)
Ensure Curriculum coherence throughout school and suitable progression for learners	DHT working one day a week on overview of planners	Review of school planners and approach from P1 – S6	Present to staff in Easter during Working Group feedback		
Ensure consistent language for tracking and monitoring	Refresh teacher use of language from Milestones and Continuum of Engagement in teacher meetings	Review of end of year reports and IEP evaluations	May 2024		
Build Sustainability curriculum and resources focusing on appropriate experiential learning	Build bank of activities Build accompanying bank of resources	Review pupil engagement in end of year reports	May 2024		
Ensure every class consistently using approaches from Universal Supports guidance	INSET day activities reinforced by visiting SALT and OT Focus during Shared Classroom Experiences	Qualitative data from Shared Classroom Experiences	Nov 2023		
Ensure multi-disciplinary planning meetings also review IEP targets	Share CPM template with all staff	Parent feedback in planning meetings	Ongoing throughout year		
New pupils at P1 stage have a suitable curriculum and resourcing	Purchase resources for refreshed topic boxes in Primary stage	Teacher feedback on termly planners	4 times a year		
Ensure ASDAN/SQA evidence is collected with consistency	Teacher moderation activity	Gathered from moderation	Termly		
Establish clear approach to SALT/OT input	Year long class agreements with targeted and specialist input identified	Reviewed with SLT	Termly		
Moderation of IEP targets to provide consistent approach to target setting	Teacher moderation activity	Gathered from moderation	Termly		

Ensure consistent approach to behaviour management as a skill deficit	1:1 Meetings with SLT	Review of Behaviour support plans and individual risk assessments	Twice yearly, August 2023 and May 2024		
Ensure appropriate challenge within pathways for new Secondary BGE cohort	Review of ASDAN/SQA awards being presented for	1:1 SLT meeting	August 2023		
Encourage continued Professional learning ethos	Establish a voluntary professional learning group for all staff	Principal Teacher feedback	Ongoing throughout year		

	Equalities, equity and inclusion	Overall Responsibility	HT
Next steps from Standard and Quality report	<ul style="list-style-type: none"> • Development of outdoor spaces, particularly allotments • Leavers' destinations • YAD team communication • Parental Engagement • The Promise • SALT Empowered learning • Daily parent feedback format • Staff Equalities questionnaire • Equity parent consultation • Attendance 		
NIF Priority <ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people's health and wellbeing 	QIs/Themes <ul style="list-style-type: none"> 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.4 Personalised support 2.5 Family learning 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion 		

Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure Impact?	Timescale(s)	Progress 1 (Jan)	Progress 2 (May)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?		
Development of allotments so all pupils can enjoy opportunities for outdoor learning	Working group liaising with partners to establish raised beds, weeding, planting and seeding of two allotment areas	Pupil engagement and use of area	Ongoing throughout year		
Ensure all staff are aware of leavers' destinations and Adult Service context for our pupils	INSET day presentation on leavers outcomes	Staff feedback compared to self-evaluation score in May 2023	May 2024		
Build stronger YAD team communication to enhance leaver transition	Class teacher liaison role	Feedback in multi-agency meetings for leavers	Ongoing throughout year		
Increase opportunities for Parental Engagement	Working group co-ordinating events	Parent feedback in improvement questionnaire	May 2024		
To improve outcomes for our CE pupils in line with the commitment in the Promise	SLT to discuss outcomes for CE pupils as standing agenda item. Complex as all St Crispins pupils have poverty of opportunity but liaise with families to find out what would make a meaningful difference	Parent feedback	Ongoing throughout year		
Ensure SALT are liaising with SLT about Empowered learning approach	SALT ensure appropriate use of low and high-tech devices to aid communication during class meetings	Review if IEP targets are supported by devices	August 2023 and May 2024		

Ensure consistency in daily parent feedback	Teacher meeting discussion of important communication	Teacher feedback	May 2024		
Evaluate staff Equalities knowledge	Equalities questionnaire	Quantitative data from questionnaire	May 2024		
Ensure parents are aware of wider supports available in CEC	Share supports for families in need with wider parent body Canvas opinion through Parent Council about most important issues for families	Parent feedback	Ongoing		
Review attendance procedure for pupils	Attendance a standing item on SLT agenda	SEEMiS reports	Ongoing		