



Improvement plan 2024/25

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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 centered 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 ten classrooms in the school: three primary classes, one primary/secondary and six secondary classes. Composition of the classes are 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.

We have a school roll of 64 learners with a maximum of 6 learners in each classroom. We have 3 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 a Headteacher, two Deputy Headteachers and two Principal teachers. The current Headteacher has been in post since May 2022.

We have full-time PE, 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 and the Children Affected by Disability social work team. Our families are also supported by our school Educational Psychologist.

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 Resource Group (ERG). 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 ERG and if there is a vacancy. Parents can make placing requests for consideration at the ERG 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

Three Year School Plan for Improvement			
Quality Indicator	2024-2025	2025-2026	2026-2027
1.3 Leadership of change	Vision and values consultation Review of wider supports for BAME families	Review of post school destinations and 16+ links	
2.3 Learning, teaching and assessment	Curriculum review engaging with stakeholders Embedding Universal Support guidance	Curriculum review embedding learning Review Universal Support guidance	Curriculum review long term evaluation
3.1 Ensuring wellbeing, equality and inclusion	Behaviour support plan and risk assessment format review Monitoring CE pupil outcomes	Behaviour Support Plan and Risk Assessment peer moderation	
3.2 Raising attainment and achievement	Tracking and monitoring teacher familiarisation Individual Education Plan short term target creation	Tracking and monitoring embed moderation IEP embed peer moderation Embed National 2 pathway	Tracking and monitoring long term evaluation
Additional QIs 2.5 Family learning 2.7 Partnerships	Introduce EPATS parent sessions Review learning and teaching feedback to parents		

	Health, Wellbeing and Resilience	Overall Responsibility	HT
Next steps from Standards and Quality report			
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)
To improve the shared understanding of values across the St Crispin's community	Articulate values into a vision statement	Knowledge of staff and wider partners about key values	May 2025		
Review of the curriculum for a child with a severe and complex intellectual disability profile (SCI)	Engage with wider stakeholders to ensure skills being developed are consistent with priorities for partner agencies Share curriculum tracking and rationales with parent focus group	Parent and partner feedback on appropriateness of skills being developed through current curriculum	May 2025		
Clarify procedure for managing relationships and behaviour in St Crispin's	Share updated Relationships policy on the school website.	Review consistent use of incident forms, RAG sheets and feedback to parents after incidents	May 2025		
Improve capacity of new staff	Develop an induction program over an extended period for new staff coming into the school. Whenever possible provide a guided tour of the school with interview candidates.	New staff feedback after first term of employment	December 2024		
Improve focus and format of information shared with parents	Consult with parents about end of year reports and pattern of feedback	Parent focus feedback through Parent Council	August 2024 to December 2024		
Support parents to understand their child's needs and approaches which will support them	Run EPATS course with lower primary group	Participant feedback from EPATs cohort	December 2025		

	Teaching, learning and assessment	Overall Responsibility	HT
Next steps from Standard and Quality report			
NIF Priority: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> 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)
Improve consistency and quality of planning in Primary	Primary topic planners will be evaluated next year.	Staff feedback in 1-2-1 meetings with SLT	January 2025		
Improve staff capacity to judge skill acquisition against milestones	Continue with moderation meetings next year with focus on particular skills	Teacher feedback using video evidence from class	May 2025		
Improve consistency of Learning and Teaching approaches used across the school	Vary the focus of the SCE to ensure each area of the Universal Supports guidance is being implemented consistently	SCE feedback to teaching staff	November 2024		
Improve consistency of approach to developing expressive and receptive communication across the school	SALT will continue to reinforce the Universal Support guidance during 24/25	Peer SCE feedback	Easter 2025		
Improve multi-agency working to support families	SALT to attend select planning meetings	Qualitative feedback from SALT colleagues in SLT meetings Quantitative in parent self-evaluation	Ongoing throughout session May 2025		
Track attainment in milestones, IEPs, and rationales	SLT to create overall monitoring data from the individual records	Quantitative data on IEP, milestone, and rationale progression for every individual and overall figures	August 2024 to May 2025		
Ensure learning is broken down into short term achievable goals	Create a bank of short-term IEP targets and moderate within teacher groups	6 monthly teacher IEP evaluations	September 2025		

	Equalities, equity and inclusion	Overall Responsibility	HT
Next steps from Standard and Quality report			
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)
Improve understanding of cultural demographic of the school and outcomes for BAME families	Present equalities data to staff Develop partnerships with services for BAME families. Consider which agencies may provide holistic support for BAME families and invite to planning meetings	Progress with BAME family support goals in planning meetings	May 2025		
Improve attendance for individual pupils	Continue to build links with professionals who work with families at home to support attendance	Review attendance figures	Termly		
Improve outcomes for Care Experienced pupils	Continue to have pupils on the Management Team agenda for regular review and track outcomes	Progress towards targets in IEPs and review meetings	6 monthly		
Embed opportunity for 'Nature Play' to be used across the school	Share resources built up during 23/24	Track engagement through rationales	Termly		
Improve pathways for positive destinations for more able pupils	Embed involvement with Skills Development Scotland in Senior Phase planning meetings where appropriate	Coherence of multi-agency working in planning meetings	Termly		
Improve challenge of curriculum for more able pupils	Introduce National 2 options for senior phase rotation	Individual pupil attainment at National 2	May 2025		