

Supported Self-Evaluation Visit Report

School Name: St Crispin's Special School

Date: 28th and 29th October 2025

Team members: Rosie McColl, Euan Alexander, Debbie Green, Suzi Wood, Sandra Craig, Iona Macdonald, Denise Kelly, Aicha Reid

The above team of officers and headteachers took part in the Supported Self-Evaluation visit over a two-day period. The team participated in shared classroom experience visits in the school. They met with Senior Leadership Team, focus groups of teachers, support staff, parents and partners and a staff and parent survey was completed. All classes were visited during the process.

Prior to the visit the lead QIEO consulted with the Headteacher regarding the purpose of the visit and to aid planning the programme.

The evidence gathered over both days is presented in this Supported Self-Evaluation Report, which outlines strengths and next steps for each of the four key Quality Indicators from *How Good is Our School?*

Context of the School

School name:	St Crispin's School	Learning Community	Gracemount		
School Roll	78	Care Experienced %	3.9%		
SIMD 1 and 2 %	8% in SIMD 1 15% in SIMD 2	EAL %	42%		
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE School (June 2017)		3	4	2	4
School Standards & Quality Report		4	3	4	3

Inclusion Data

	No of EAL Pupils	No of Care Experienced Pupils	No of Young Carer Pupils	No of Complex Needs	Attendance below 85%	No of Exclusions 22-23	No of Exclusions 23-24	No of Exclusions 24-25	No of Flexible Timetables
	33	5	0	78	9	0	0	1	0

Strengths and Next Steps

The team found the following strengths in the work of the school:

- Teaching staff, support staff, parent and partner focus groups spoke about the positive ethos and culture across the school. Staff and parents feel a valued part of the school community and are committed to the shared vision. Staff and parents value the visibility of the head teacher and spoke about the impact that the school's work is having on young people and their families. At points throughout the year, evidence is gathered that demonstrates young people are making progress towards important outcomes that matter for their future success.
- Across the school all staff know their children well. As a result, in almost all lessons observed, the learning environment was built on positive and nurturing relationships. The use of visual supports, embedded routines and communication strategies created an inclusive learning environment and supported almost all learners to be ready to learn and to participate in the learning environment.
- The Head teacher has worked hard to develop strong and responsive relationships across the school community. All parents and partners that took part in the focus group and survey felt that the school was well led. The head teacher has developed a wider range of opportunities for parental involvement in the life of the schools.
- All parents that took part in focus groups and the parent survey felt that the staff treat their children fairly and with respect, and that staff know their child as an individual.

The following areas for improvement were identified and discussed with the Headteacher:

- Senior leaders should develop strategic approaches to school improvement to ensure changes result in positive outcomes. This should include introducing systematic approaches across the school for quality assurance, self-evaluation and tracking and monitoring to ensure changes impact positively on learning and teaching, achievement and attainment of learners.
- The senior leadership team should ensure that there are frequent opportunities to moderate a range of evidence to support assessment judgements and plan responsive and appropriate next steps in learning. The senior leadership team have recently developed a process to track and monitor the progress of all children towards outcomes. This should now be used regularly by senior leaders to provide robust evidence of learner progress over time.
- Senior leaders need to develop consistent whole-school intentional and responsive planning expectations to ensure all planning clearly identifies what is to be learned and assessed.
- As part of quality assurance processes, the senior leadership team should embed processes to track and regularly review incident reporting, behaviour and wellbeing records to identify trends, evaluate the impact of school approaches and to inform universal and targeted approaches to supporting learners.

Validation of Standards & Quality Self-Evaluation				
	QI 1.3	QI 2.3	QI 3.1	QI 3.2
School	4	3	4	3
There will be further examination of evidence to support the Standards & Quality self-evaluation grades.				

The Quality Improvement team will work with the senior leadership team, and staff team, to support the implementation of the next steps identified as part of the supported self-evaluation and to review progress made by June 2026. This will include the creation of an action tracker and support from the Quality Improvement Service. Progress related to these actions will be reported to the Education Senior Leadership Team.