

# Standards, Quality and Improvement Plan for



Redhall School aims to provide an environment and curriculum which meets the individual needs of all its pupils and allows them to develop as confident individuals, responsible citizens, successful learners and effective contributors.

Standards and Quality Report for session: **2013/2014**  
Improvement Plan for session: **2014/2015**

# Redhall School

## Mission Statement

Redhall School aims to provide an environment and curriculum which meets the individual needs of all its pupils and allows them to develop as confident individuals, responsible citizens, successful learners and effective contributors.

## Our Aims

- To meet the individual needs of every child through a progressive curriculum which has breadth, coherence, relevance and depth
- To provide a curriculum which offers challenge and choice and allows children to enjoy learning
- To ensure that all children are able to realise their potential through the recognition of achievement and excellence
- To develop a positive school ethos through reflection and debate actively involving staff, children, parents and the wider community
- To provide the highest quality of learning and teaching that enables children to reach their potential
- To ensure that the school's promoted staff provide high quality leadership and management and that all staff are supported in their professional development
- To build and maintain effective partnerships between school, parents, external support agencies and its wider community
- To work in partnership with parents and guardians, encouraging them to become involved in their child's education and in the life of the school
- To work together effectively and professionally as a team
- To provide a calm, positive and safe learning environment that promotes positive behaviour, self-discipline and respect for others

## Our values

At Redhall we value

- A positive school community
- The individuality of each child
- The inclusion of stakeholders in our decision making process
- Effective partnerships
- Equality and inclusion
- The celebration of achievements
- Fair treatment for all
- The interdependence within the global community
- The natural world/environment and its sustainability
- A Total Communication philosophy

## Table of Contents

Section	Section title	Page
<b>Standards and quality report</b>		
1	The school/service in context	4
2	School/service self-evaluation <i>(QI: 1.1, 2.1, 5.3, 5.1, 5.9)</i>	5
<b>Improvement plan</b>		
3	Key areas for school/service improvement <i>(based on next steps identified in self-evaluation)</i>	13

# Standards and Quality Report

## Purpose of the report

This report is a summary of the performance of Redhall School for 2013/2014. It highlights our strengths and identified areas for improvement for the session 2014/15.

## 1. The school/service in context

Redhall is a special school for primary age pupils with complex, long term additional support needs associated with a learning disability. Many of the pupils have an Autistic Spectrum Condition. The school was formed in April 2008 and moved to a new purpose building in May 2009, sited in the Longstone Primary school campus in South West Edinburgh.

We have eight classes; the maximum school roll is 64. There are eight class teachers, one of whom is a Principal Teacher. The Senior Management Team consists of the Head Teacher, Depute Head Teacher and Business Manager. We have specialist teachers in P.E., Expressive Arts and Outdoor Education We have eight full time nursery nurses and thirteen part time learning assistants. We work very effectively with a wide range of support services and partner agencies.

We have an active parent council. The school has attained charitable status through the 'Friends of Redhall'.

The school was positively inspected by HMIE in June 2010 and found to have the following strengths

- Friendly confident children who enjoy their learning
- Relationships among staff and pupils
- Quality of experience in outdoor education and physical education
- Leadership of the head teacher

An education authority team visited the school in May 2012 to assess the extent to which the school was continuing to develop the quality of its education. The team concluded that Redhall School provided a very good standard of education for its pupils. They stated that, 'The school had made significant progress since the inspection in 2010. The commitment of staff, effective teamwork and very good leadership provided a very good basis for continued improvement.'

In March 2013 we achieved the ECO-Schools Silver Award.

In May 2013 Redhall was awarded the Rights Respecting School Level 1 Award.

In June 2013 Redhall achieved the Healthy Schools Stage 3 accreditation.

## 2. School's self-evaluation

### 1.1 Improvements in performance

#### Theme 1: Standards of attainment over time

Most learners in our school are working within the Early Level across all curricular areas. A few learners are working within the First Level in maths and numeracy, literacy and PE.

Overall most learners make good progress from their prior levels of attainment and achievement. This is evidenced by most learners achieving most of their IEP targets. IEP targets are set in Literacy and Communication, Numeracy, and Health and Wellbeing. A small number of pupils did not achieve the majority of their targets in Numeracy. We need to develop our skill in target setting and teaching within numeracy next session to increase learner's achievement in this area. Most learners have targets which encourage appropriate progression and challenge. SMT continue to work with teachers to ensure all pupils have targets which show measurable progress. Overall parents are happy with their children's IEP targets and the progress which their children make and feel the targets are presented in a way which is accessible to them, as shown by the majority of responses to the parental questionnaire.

Attendance at the school is very good and on an annual basis remains at 95%. We have introduced measures to help support pupils whose attendance falls below the acceptable level.

#### Theme 2: Overall quality of learners' achievement

Our learners are confident individuals and have shown themselves to be effective contributors and responsible citizens through the many groups which operate within the school including Pupil Council, ECO group, Road Safety, Fairtrade, Buddies and Rights Respecting Schools. This is evidenced by extensive photographs, posters and displays throughout the school, presentations to the whole school at Assembly and records of group meetings.

Our learners are keen to succeed and achieve their potential and opportunities are offered to P6 and P7 pupils to do so through the JASS(Junior Award Scheme Scotland) Programme. This year almost all P6 and P7 learners took part in the JASS programme with most P7 's achieving the Bronze Award.

#### Theme 3: Evidence of Impact of improvement plan

School improvement planning has led to improvements in our school and has increased the rigour with which we track individual learner's progress. We need to continue to look closely at the appropriateness of targets for individual's and further develop our approaches in teaching numeracy to ensure good progress for all.

#### **What are we going to do next?**

- Continue to monitor IEP targets closely
- Evaluate and revise our programmes in and our approaches to learning, teaching and assessment in numeracy and maths to ensure that targets are both challenging and motivating and that we maximise learner's achievements in this area

## 2.1 Learners' Experiences

### Theme: The extent to which learners are motivated and actively involved in their own learning and development

Overall, most learners are motivated and actively engaged in their learning.

Pupils at Redhall enjoy coming to school, learning new things and having friends. We encourage our pupils to be actively involved in their learning by teaching them to evaluate their work and experiences on a daily basis. Most learners are able to indicate if they have or have not enjoyed an activity while some are able to reflect on how well they completed a task. IEP targets are displayed in child friendly formats in all classrooms and most learners are involved in recording their achievements in completing these.

We seek the views of our learners on a regular basis. The Pupil Council have used the UN Convention on the Rights of the Child to explore the articles relevant to school. Learners know that they have the right to say what they think, have their opinions taken into account and question those in authority. Parents and children are given an opportunity on an annual basis to make comments on the life and education of the school.

Learners at Redhall feel safe and know that there adults here who will listen to them and can help them. The school charter puts children's rights at the centre of the life and work of the school.

All learners have a range of opportunities to contribute to the life of the school, including ECO, Buddying, Fairtrade, Road Safety, Gardening, Enterprise and Rights Respecting groups. All learners have the right to contribute to their annual review and planning meetings. New formats for recording learner's views prior to meetings have been developed to meet the wide range of communication needs and level of understanding.

Star Pupil Certificates are awarded on a weekly basis at assembly to celebrate individual personal achievements.

Technology is used successfully to enhance learning and teaching. A range of technology, from low-tech to high-tech is in evidence throughout the school enabling learners both to communicate and access their learning. Interactive white boards are used to increase learner's participation and enjoyment in learning activities and tablet computers are very effective in motivating learners to both complete and participate learning tasks.

Some classes took part in Music sessions led by Drake Music which used a range of technology to enhance the learners experience and produce their own musical compositions. One class participated in a concert at the Queen's Hall performing their composition 'Visions of Flight'.

P6 and P7 learners attended workshops with P6's from Longstone, over the course of the year, with Limelight Music to prepare for and perform a very successful concert for families and friends in March 2014.

Staff have begun to develop the use of play as a vehicle for both increasing enjoyment and participation in learning and to meet individual learner's developmental needs.

#### **What are we going to do next?**

- Continue to develop staff skill and understanding in the use of appropriate play activities to enhance and promote learning
- Continue working towards achieving Rights Respecting Schools Level 2

## 5.1 The Curriculum

### Theme 1: Rationale and Design of the Curriculum

Our curriculum has a clear rationale based on shared values and learners' entitlements and develops the four capacities. The school provides a relevant curriculum to meet learner's needs and the seven principles underpin all planning. Our Curriculum Framework now requires to be reviewed and updated.

Assessment is planned as part of learning and teaching. Our Framework for Assessment has been reviewed and ensures that our approach is proportionate, reliable and manageable.

Staff and partners are further developing the curriculum to ensure coherence and progression in learning using the unpacked experiences and outcomes.

### Theme 2: The Development of the Curriculum

Staff working parties develop and refresh the curriculum on a regular basis as evidenced through our development plans and updated policies, planners and programmes of study. Staff plan carefully and in consultation with stakeholders to meet the complex needs of our learners. Our Social Studies and Science programme has been extensively reviewed to ensure a coherent progressive programme which is relevant to our learners. Technology experiences and outcomes have been unpacked and a progressive programme of study in place. We need to develop and update our policies in these areas.

Our planning system has evolved through the extensive work which the staff have done on developing the curriculum. We now need to review the system to ensure it is as streamlined and effective as possible and reduce any unnecessary, bureaucracy.

### Theme 3: Programmes and Course

Staff are continuing to design and refresh programmes and courses using the Experiences and Outcomes within early and first levels of the Curriculum for Excellence to plan a coherent and relevant curriculum for our learners. Our programmes of study in social studies, science, technology and RME have been evaluated and revised to ensure learners have as wide a range of experiences as possible alongside working towards achieving the outcomes in a context which is meaningful and relevant to their cognitive abilities.

As a Healthy School all staff at Redhall have a commitment to develop a supportive environment that encourages health promotion. The health and wellbeing of learners at Redhall is central to all that we do. Building positive relationships and understanding emotions give our learners stability to learn effectively. Opportunities for learners to develop understanding of their own health and how their actions can influence their wellbeing are provided through the Health and Wellbeing curriculum.

We need to evaluate and revise our programmes in and our approaches to learning, teaching and assessment in numeracy and maths to ensure that targets are both challenging and motivating and that we maximise learner's achievements in this area.

## Theme 4: Transitions

We have very good transition arrangements in place for learners entering the school, moving to new classes within the school and for our seniors moving on to secondary school.

For all learners coming to Redhall there is a well-planned programme including child planning meetings, visits to the current placement by Redhall staff, experiences of Redhall tailored to the individual child's needs and social stories.

For our seniors a range of options are explored for which enables them and their families to experience a wider choice in deciding next steps. All P6 and P7 learners take part in our transition programme which includes working towards the JASS Bronze Award, visiting and experiencing a range of secondary schools, a residential visit and increased responsibilities around the school. Most Primary 7 pupils are able to talk confidently about transition to secondary and have an understanding of possible choices. P7 profiles are prepared with learners and made available to their secondary school. Enhanced transition programmes have been provided for pupils with complex needs with staff, parents and partner agencies working closely to make this as smooth as possible. We need to work more closely with our secondary colleagues to ensure that the extensive range of information we have gathered on the learners during their primary school years is passed effectively to them to ensure continuity and progression in their learning.

Our staff work closely with each other to ensure transitions to new classes within the school are effective and that there is continuity and progression in learning. Teachers set draft targets for pupils at the end of the school year for the next session to allow the receiving teachers to build on learner's previous experiences and achievements.

A number of our learners have shared placements with their local mainstream school and effective liaison between schools allow our learners to benefit from these placements.

### **What are we going to do next?**

- Review and update our Curriculum Framework
- Review our planning system to ensure it is as streamlined and effective as possible and reduce any unnecessary, bureaucracy
- Evaluate and revise our programmes in and our approaches to learning, teaching and assessment in numeracy and maths to ensure that targets are both challenging and motivating and that we maximise learner's achievements in this area (see Improvement Plan 1.1)
- Work closely with our secondary colleagues to ensure that the extensive range of information we have gathered on the pupils during their primary school years is passed effectively to them to ensure continuity and progression in their learning

## 5.3 Meeting Learning Needs

### Theme 1: Tasks, activities and resources

Overall, pupil's individual needs are catered for very well at Redhall. All pupils have an IEP with targets giving an appropriate level of pace and challenge for most individuals. The IEP's are effective working documents shared with all staff involved with learners and their parents. IEP's link effectively with the curriculum tracking and monitoring processes.

Across the curriculum, learning activities are generally stimulating and individual interests used to motivate engagement in tasks.

The role of play as a vehicle for learning and in helping learners engage with activities and resources is being developed to promote greater enjoyment and experiences relevant to their developmental levels and cognitive abilities. Staff take care to have a balance between age appropriate activities and resources and those appropriate to cognitive and developmental levels. We need to continue to develop play based learning and enhance staff skills in working with learners in this way.

### Theme 2: Identification of learning needs

We work closely with a range of partner agencies to identify pupils learning needs, set targets and develop strategies to overcome barriers to learning.

The use of the Child's Plan format for all pupil reviews and Child Planning meetings has allowed families and other professionals to become more involved in recognising the strengths, assessing the needs and formulating action plans to achieve desired outcomes for individual pupils. Parents and professionals have described the process as a very positive experience and one that gives a sense that everyone is working together.

The school adopts a solution focussed approach to overcoming barriers to learning and meeting individual's needs. Children's rights and the Rights Respecting Schools agenda is at the heart of our ethos and permeates all the work we do.

### Theme 3: The roles of teachers and specialist staff

Staff confidently use the Curriculum for Excellence experiences and outcomes to plan and review learning. We work effectively with a range of partner agencies and their input allows us to overcome barriers to learning and ensure programmes take account of individual need.

The ongoing commitment to the 'Team Charter' has enhanced the class team approach to meeting pupil's needs and provided clarity of staff roles and responsibilities within each team. Weekly class team meetings allow teachers and support staff to reflect on, evaluate and plan the progress with learning and the health and wellbeing of the pupils in their class. Staff meetings and in-service are used effectively to promote good practise, enhance skills and understanding, and drive forward our improvement plans.

The staff development programme has led to a greater understanding amongst staff of learning disability and the use of positive language in managing behaviour. We continue to regularly refresh staff knowledge and expertise in this area.

#### **Theme 4: Meeting and implementing the requirements of legislation**

Some children have Coordinated Support Plans which are reviewed in accordance with the legislative requirements. Our end of year reports and P7 Profiles meet all the recommendations in the national Curriculum for Excellence.

The GIRFEC principles are embedded in our working practices and we have undertaken a self –evaluation exercise on our progress with meeting learner’s needs in each of the indicators. We need to continue to ensure the learning activities and experiences provided in school promote well-being of learners.

Staff are aware of their responsibilities in reporting Well Being or Child Protection Concerns and our CPD programme ensures everyone is properly trained.

We are committed to advancing equality of opportunity for all and we work actively towards eliminating all forms of bullying and discrimination.

Staff are aware of their responsibilities under the ASL Act and work to prevent, remove or alleviate barriers to learning for our learners.

#### **What are we going to do next?**

- Continue to work effectively with a range of partner agencies to ensure learning needs are met.
- Continue to actively encourage parents to be involved in their child’s education and the life of the school.
- Continue to provide good quality and relevant training opportunities for staff to promote understanding and skill in meeting learner’s needs.
- Continue to ensure our approaches meet the requirements of legislation.

## 5.9 Improvement through self-evaluation

### Theme 1: Commitment to self-evaluation

The staff at Redhall actively engage in self-evaluation throughout all aspects of the schools work and make every effort to include pupils, parents and other stakeholders in the evaluation and decision making process. There is an annual programme which allows all stakeholders to be involved.

An annual questionnaire is issued to parents seeking their views on Learning and Teaching, Health and Wellbeing, Leadership and Ethos and Supporting Learning at Redhall School. This year's response from parents were very positive with many expressing the view that the schools understanding of individual needs and catering for these is a real strength of the school. Parents were invited to help their child complete a questionnaire about how they felt about their school day. The response from pupils was positive and almost all reported enjoying coming to school, feeling safe, having friends and enjoying learning new things.

The introduction of the 'Team Charter' has enhanced the class team approach to meeting pupil's needs and provided clarity of staff roles and responsibilities within each team. Weekly class team meetings allow teachers and support staff to reflect on, evaluate and plan the progress with learning and the health and wellbeing of the pupils in their class. Along with the teachers termly planning of class work and individual targets, this continuous evaluation has resulted in most pupils making very good progress with their IEP targets with most pupils achieving most of their targets in Numeracy, Literacy and Communication, and Health and Wellbeing.

Progress with the school Improvement Plan is monitored at SMT meetings throughout the year and teachers taking responsibility for particular aspects, monitor and report on their working parties progress through staff meetings and CAT sessions. This has led to very good progress with the planned developments including developing our Technology Framework, reviewing and updating the Science and Social Studies programme, looking at the role of play in children's development and an evaluation of our IEP's.

All staff are committed to professional learning and training and development needs are identified through the PRD and Improvement Planning process. These are addressed through CPD opportunities both in-house and externally to meet personal and professional school priorities.

Teaching staff have begun to explore the new Professional Update process and are committed to both enhancing their professionalism and ensuring this has an impact on pupils' learning. Teachers and the SMT have worked together to agree the key questions which will be explored during the Professional Review Meeting.

### Theme 2: Management of self-evaluation

The school provides a Standards and Quality Report and Improvement Plan. The plan is displayed on the school website and sent home to parents

The HT and DHT have a comprehensive self-evaluation calendar which focuses strongly on improvement.

Staff understand their role in self-evaluation. Professional dialogue and reflection are embedded in practice. Staff work effectively in teams and are committed to the school improvement agenda. We use staff and team meetings, CAT time and in-service days to reflect on our school policies, procedures and developments and plan for improvements. This year we have focussed on a range of areas including positive behaviour management, our Framework for Assessment, Rights Respecting Schools and Professional Update.

Self-evaluation focusses on improving outcomes for learners and ensuring they receive their entitlement to a Broad and General Education.

### **Theme 3: School Improvement**

Staff are committed to self-evaluation and use the results of evaluation exercises to make improvements in learning and teaching and helping learners achieve their potential. The detailed analysis of learners progress with IEP targets allows us to reflect on both school level and individual's level attainment and achievement in literacy, numeracy and health and wellbeing.

We have reviewed our Framework for Assessment and now need to link with other similar schools to develop a shared understanding of standards.

We take our stakeholders views into account when planning our improvements.

### **What are we going to do next?**

- Continue to engage in self-evaluation activities and ensure the results lead to continuing improvements.
- Continue to engage in the PRD and Professional Update process and evaluate the impact professional learning activities impact on the progress and achievement of learners.
- Link with other similar schools to develop a shared understanding of standards.

# Improvement Plan

## 4. Key areas for school/service improvement

Priority 1: Improvements in performance	Overall Responsibility	QIs 1.1
-----------------------------------------	------------------------	---------

Outcome and impact on children’s learning:	<ul style="list-style-type: none"> <li>• Children will achieve their individual learning goals</li> <li>• Children will make good progress with and achieve well in all areas of the curriculum</li> </ul>
--------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Tasks	By Whom	Resources	Timescale	Progress
<ul style="list-style-type: none"> <li>• Continue to monitor IEP targets closely and ensure targets are relevant, challenging and achievable</li> <li>• Evaluate and revise our programmes in and our approaches to learning, teaching and assessment in numeracy and maths to ensure that targets are both challenging and motivating and that we maximise learner’s achievements in this area</li> </ul>				

Priority 2: 2.1 Learners Experiences	Overall Responsibility	QIs 2.1
--------------------------------------	------------------------	---------

Outcome and impact on children’s learning:	<ul style="list-style-type: none"> <li>• Children will be actively engaged in learning opportunities which meet their individual needs</li> <li>• Learning opportunities will be accessible, enjoyable and relevant</li> </ul>
--------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Tasks	By Whom	Resources	Timescale	Progress
<ul style="list-style-type: none"> <li>• Continue to develop staff skill and understanding in the use of appropriate play activities to enhance and promote learning</li> <li>• Continue working towards achieving Rights Respecting Schools Level 2</li> </ul>				

Priority 3: 5.1 Curriculum	Overall Responsibility	QIs 5.1
----------------------------	------------------------	---------

Outcome and impact on children’s learning:	<ul style="list-style-type: none"> <li>• Our curriculum has a clear rationale based on shared values and learners entitlements and develops the four capacities</li> <li>• Our planning systems are streamlined and effective to meet the needs of our learners</li> <li>• Our curriculum transition procedures and programmes effectively meet the needs of our learners</li> </ul>
--------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Tasks	By Whom	Resources	Timescale	Progress
<ul style="list-style-type: none"> <li>• Review and update our Curriculum Framework</li> <li>• Review our planning system to ensure it is as streamlined and effective as possible and reduce any unnecessary, bureaucracy</li> <li>• Evaluate and revise our programmes in and our approaches to learning, teaching and assessment in numeracy and maths to ensure that targets are both challenging and motivating and that we maximise learner’s achievements in this area</li> <li>• Work closely with our secondary colleagues to ensure that the extensive range of information we have gathered on the pupils during their primary school years is passed effectively to them to ensure continuity and progression in their learning</li> </ul>				

Priority 4: 5.3 meeting learners needs	Overall Responsibility SMT, PT's	QIs 5.3
----------------------------------------	-------------------------------------	---------

Outcome and impact on children's learning:	<ul style="list-style-type: none"> <li>• Our learners are provided with appropriate levels of support to meet their individual needs to allow them to achieve their full potential</li> <li>• Effective work with a range of partner agencies ensures learners additional support needs are clearly identified and met</li> <li>• Parents are involved in supporting their child's learning and progress</li> </ul>
--------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Tasks	By Whom	Resources	Timescale	Progress
<ul style="list-style-type: none"> <li>• Continue to work effectively with a range of partner agencies to ensure learning needs are met.</li> <li>• Continue to actively encourage parents to be involved in their child's education and the life of the school.</li> <li>• Continue to provide good quality and relevant training opportunities for staff to promote understanding and skill in meeting learner's needs.</li> <li>• Continue to ensure our approaches meet the requirements of legislation.</li> </ul>				

Priority 5: 5.9 Improvement through Self-Evaluation	Overall Responsibility	QIs 5.9
-----------------------------------------------------	------------------------	---------

Outcome and impact on children’s learning:	<ul style="list-style-type: none"> <li>• self-evaluation activities will lead to identification of strengths and areas for development and result in improvements in learning and teaching</li> <li>• reflections on professional practice and professional learning activities will focus on the impact the work of the staff have on the progress and achievement of learners</li> </ul>
--------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Tasks	By Whom	Resources	Timescale	Progress
<ul style="list-style-type: none"> <li>• Continue to engage in self-evaluation and ensure the results lead to continuing improvements</li> <li>• Continue to engage in the PRD and Professional Update process and evaluate the impact professional learning activities impact on the progress and achievement of learners.</li> <li>• Link with other similar schools to develop a shared understanding of standards.</li> </ul>				

