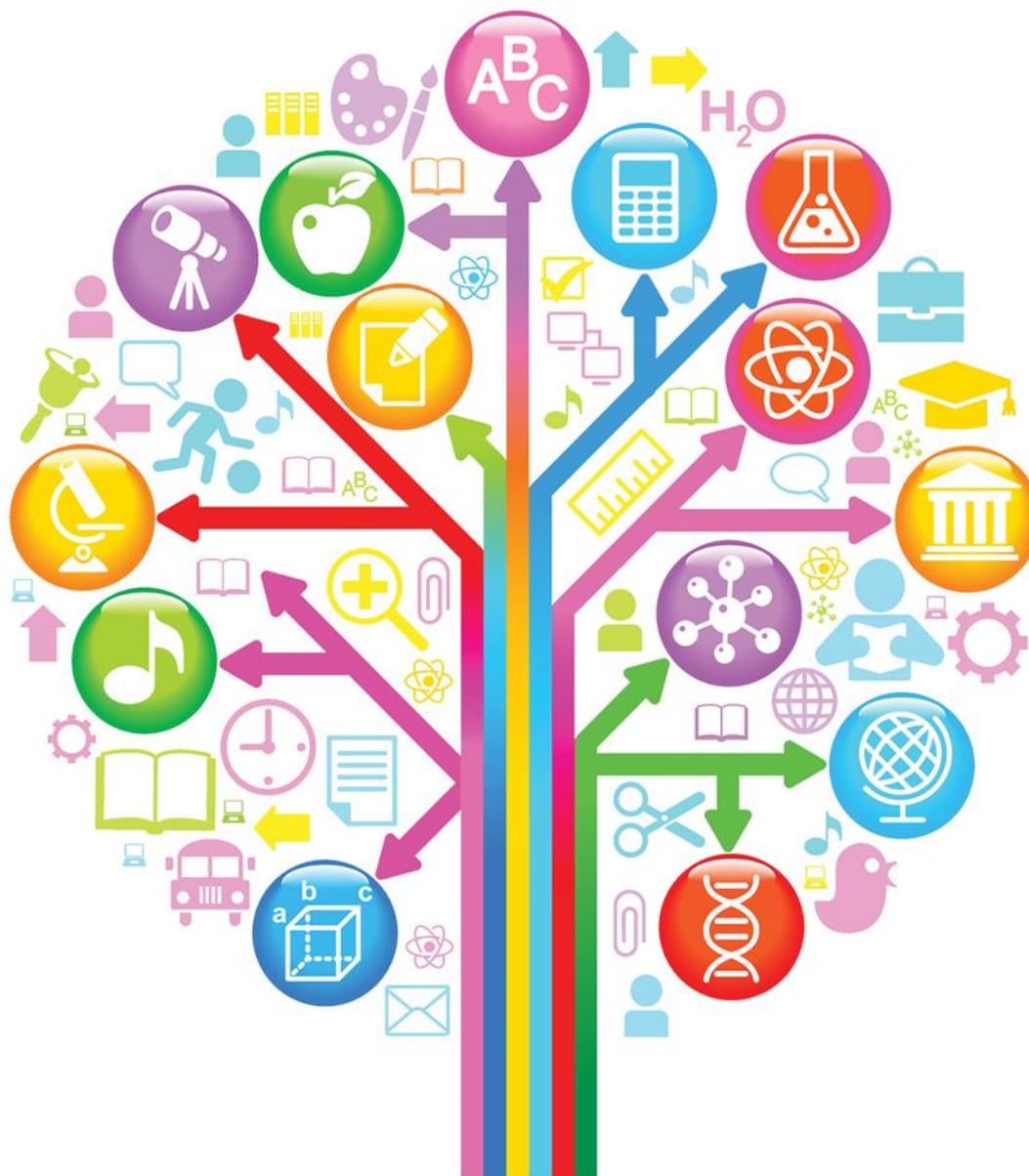




Standards and Quality
Report

2018 – 2019

Willowbank School



Standards and Quality Report 2018 – 2019

The Standards and Quality Report – Key Purposes:

- to report on our progress in implementing priorities listed in the school/centre improvement plan, taking into account national and local priorities
- to provide an evaluative summary of the quality of the work across a range of areas in the school using quality indicators to support self-evaluation
- to highlight strengths and identify priorities for next year

Context of the School/Centre:

Willowbank is an all through non-denominational school for pupils with a wide range of severe and complex additional support needs, situated in Kilmarnock. It is part of the Kilmarnock Learning Group and caters for pupils all over East Ayrshire and sometimes beyond. The current roll is 74 pupils - 49 primary aged and 25 secondary aged pupils grouped in 7 primary classes, 2 secondary classes and 2 senior phase classes. Our modern new school opened in August 2013 and has a number of specialised classrooms. Pupils at Willowbank are given every opportunity to 'be the best that they can be' in a wide range of quality learning experiences in a variety of contexts where they are encouraged to achieve success, be confident and independent at home, at school and in their local community. The Senior Management team consists of Head and DHT, and a management team of a PT and 2x0.5 Acting PTs. School staff includes teachers, CAs, admin, janitorial, cleaning and catering staff.

The latest HMIE report was published in April 2015, which detailed the following as key strengths:

- Happy, motivated, engaged learners who benefit from the rich communication environment – Total Communication Approach
- Positive trusting relationships between staff and young people throughout the school.
- Staff's strong sense of teamwork and commitment to providing high-quality learning for children and young people.
- Effective partnership working with parents and other agencies to support and enhance children's learning and achievements.
- The rich, varied and stimulating physical education provision which engages all children and young people.
- The leadership of the senior management team in bringing about improvement

The inspection team used the quality indicators within "How Good Is Our School" to judge what is good and what needs to be improved in the work of the school. Below are the evaluations for our school.

- | | |
|---------------------------------------|-----------|
| • Improvements in performance | very good |
| • Learner's experiences | very good |
| • Meeting learning needs | very good |
| • The curriculum | very good |
| • Improvement through self-evaluation | very good |

Review of Progress 2018 – 2019

Establishment priority 1:	Raising Attainment – Curriculum – Literacy and Communication
<p>- Derived from NIF priority:</p> <p>- NIF Driver:</p> <p>- Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Parental engagement</p> <p>School improvement</p> <p>1.1, 1.2, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2</p>
Progress and Impact:	<ol style="list-style-type: none"> 1. Weekly Makaton classes in place for staff, awareness sessions for community partners, parents and taxi drivers/escorts – has provided continuity for pupils and has supported a total communication approach is in place. 2. Makaton Foundation and Enhancement training programme in place for all staff – this has ensured a consistent approach across the school. 3. Resources have been purchased to support training and Makaton Wall in place for pupils, staff, parents, partners and visitors – has enhanced skills and raised profile of Makaton in the school community. 4. Singing Hands visit, Harris McCoo visit – increased pupil confidence, self-esteem and enjoyment of Makaton as a valued method of communication. 5. Two Makaton Tutors will be appointed in-house through PEF for session 2019 – 2020 – will increase the confidence of staff as well as the consistency of training delivery. 6. Learning Participation Collegiate evening – professional dialogue with Participation Planning Tool completed, increasing staff knowledge and confidence in using the Tool. 7. New Speech and Language Therapist appointed by NHS and all pupils now have a new or updated Communication Profile. Communication Passports in place for leavers and use of AAC specialist to support pupil voice – has ensured staff (including adult service partners) have the required knowledge to support a consistent, robust communication approach for all pupils, increasing pupil communication, learner participation and pupil voice. 8. Social Stories training delivered and resources purchased to support, stories shared via school app to encourage parental engagement – led to increased pupil communication and understanding of the world around them, improved behaviour. 9. Talking Mats training for 8 staff – increased pupil voice in classes and with home supports. 10. Literacy streaming occurs weekly in primary corridor, staff developing areas for PRD – pupil engagement and challenge is delivered through formation of groups and staff's expertise. 11. Parent representation at pupil council meetings – supporting school priorities, budget and ethos and life of the school.
Next steps:	<p>Continue running programme of Makaton Foundation and Enhancement workshops for new staff as well as awareness raising with partners. Enshrine Makaton as an embedded part of communication within Willowbank. Further Singing Hands visit. Encourage already trained staff to continue to embed the use of social stories and Talking Mats in the curriculum. Continue to provide training to new staff whenever available – Tanya Tennant, Ian Bean/Sensory Spectacle/Call Centre- AAC. Explore latest ASN-bespoke Digital Technologies and invest in these wherever possible.</p> <p>Continue to be a Digital Schools Mentor school.</p> <p>Start journey as an EAC Communication Friendly school</p>

Establishment priority 2:	Raising Attainment – Curriculum – Health and Wellbeing
<ul style="list-style-type: none"> - Derived from NIF priority: - NIF Driver: - Self –evaluation supported by HGIOS 4/ HGIOELC QIs: 	<p>Improvement in children and young people’s health and wellbeing</p> <p>Parental engagement</p> <p>School improvement</p> <p>1.3, 1.5, 2.1, 2.4, 2.5, 2.7, 3.1, 3,2</p>
Progress and Impact:	<ol style="list-style-type: none"> 1. Therapies supported by PEF – pupils able to participate and self-regulate through therapeutic experiences, increased pupil confidence, increased communication and independence. Two staff completed Massage in school training. 2. The ICE Pack now embedded into teaching and learning, and teachers’ planner, giving a robust framework for HWB – increased self-regulation, confidence and resilience. 3. Staff member ASIST trained – support mechanisms in place for staff wellbeing, therefore increasing quality of teaching and learning for pupils. 4. RSHP lessons in conjunction with NHS Adult Services for all secondary pupils – pupils have received age - and stage-appropriate, personalised RSHP inputs. 5. LGBT-inclusive curriculum embedded in practise, including in planners and celebration of LGBT History Month, LGBT Youth Scotland Bronze Charter Mark – fully inclusive environment which boosts pupils’ confidence, self-worth and understanding of others. 6. All staff have completed online NHS GIRFEC module – staff have a refreshed and deeper understanding of the principles of GIRFEC in a wider fashion, meaning pupils are better protected, nurtured and achieving. Management team Operation Encompass trained, Out of Shadows Training and HT completed Level 1 DDP Training. 7. Links continued and strengthened with business partners. Brass and Granite have donated defibrillator to school and links made with Underwood House for potential use of grounds for outdoor learning and alternative curriculum – potential for bespoke curricular packages for senior phase pupils. 8. MOVE Trainer in-house, who has already trained a number of teaching and support staff; eight Senior MOVE Practitioners in school, parent working group, pupil profiles – pupils better supported in movement and mobility activities throughout the day. 9. Eco Schools Scotland sixth Green Flag achieved, Fairtrade Fortnight embedded into school calendar and FairActive award achieved, Sports Scotland Silver Status award, Green Tree Schools Silver Award – eco and sustainability education embedded and pupils have a deeper understanding of their place in the world; importance of healthy, active lifestyle understood by pupils. 10 Updated Food and Health Education planners – more consistent, coherent approach to learning, teaching and assessment, increased staff confidence. 11 School staff have been part of EAC HWB working group and have contributed towards refreshed planners – EA-wide planners now cover ASN learners in some depth. 12 Increased staff awareness of Every Child, Every Chance – period poverty strategy implemented, iLunch and cost of the school day given great consideration – pupils able to fully engage in all areas of the curriculum and school life, regardless of poverty.
Next steps:	<p>Extend links with other agencies and business partners to ensure range of learning experiences and opportunities exist outwith school for pupils – Underwood, Hansel, Centrestage.</p> <p>Continue training for MOVE, including parents and staff, and embark on the awards programme for pupils.</p> <p>Continue to provide LGBT-inclusive RSHP education to pupils, bespoke to their needs, age and stage of development.</p> <p>Staff to continue to display the values of NHS GIRFEC training into everyday practice.</p> <p>SMT ASIST trained, DHT to complete DDP Level 1 training.</p> <p>Massage in schools trainers to mentor staff.</p> <p>Maintenance of all awards – iBGE Champion in place.</p>

Establishment priority 3:	Raising Attainment – Assessment
<ul style="list-style-type: none"> - Derived from NIF priority: - NIF Driver: - Self –evaluation supported by HGIOS 4/ HGIOELC QIs: 	<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Assessment of children’s progress</p> <p>School Improvement</p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 3.1, 3.2</p>
Progress and Impact:	<ol style="list-style-type: none"> 1. Teachers have examined Education Scotland Milestones and EAC Assessment Framework explore with other ASN schools to take into consideration the Milestones to develop a more streamlined approach to assessment, increasing staff confidence in professional judgement and consistent methodology – improved pupil learning experiences, with coherence and progression. 2. CFE Machine used by staff teams to audit Quality Improvement Indicators and moderation taking place with similar school – self-evaluation and professional dialogue improving staff confidence, understanding and professional reflection, ultimately leading to more efficient learning, teaching and assessment. 3. Parent online survey of QIs through school app and questionnaire – increased parental engagement and voice. 4. Staff have produced literature leaflets based around a variety of areas, processes and information and these have been shared through the school app and blog, with paper copies also available – increased understanding for parents and partners of the work done by the school. 5. School Twitter, blog/website, app and Friends of Willowbank Facebook page maintained – up-to-date information shared quickly with parents, partners and wider community, corporate life of the school promoted in the local community. 6. All staff blog weekly to share pupil learning and experiences – better parental engagement, showcasing of learning and reduction in bureaucracy for staff. 7. Bespoke ASN tracking tool in place, developed in collaboration with Data Intelligence Officer, featuring progress, teacher judgement and EAC monitoring scale – streamlined tracking and assessment procedures in place. 8. Pilot ePortfolio in place for selected pupils to determine benefits and disadvantages of moving this part of pupil progress/journey online – trial in place to determine whether this should be progressed across the school. 9. Curriculum overviews in place, including staff/SMT involvement in EAC Numeracy and Literacy frameworks – ASN-specific focus in planners, leading to a reduction in bureaucracy for teachers and an increase in more efficient planning.
Next Steps:	<p>Continue internal and external moderation programme.</p> <p>Professional Dialogue QA Audit/Feedback in place for classes.</p> <p>Use CFE Machine results to lead the training and improvement programme.</p> <p>Embrace new GLOW technologies to engage parents further.</p> <p>Use of ASN tracking tool, and feedback to ensure fully meeting school’s needs.</p> <p>Assess ePortfolio pilot, taking into account the views of pupils, staff and parents, before deciding upon how to progress this area.</p> <p>Work in collaboration with EAC GLOW central support team.</p> <p>Embrace new Milestones for other curriculum areas as they are published by Education Scotland.</p>

Strategies which have been successful in engaging children and young people, staff, parents and the wider community:

Centre of Excellence Rebound Therapy

Singing Hands Performances

Provost's Civic Recognition Award

Science Week – Scottish Engineering Leader's Award – Two pupils recognised

Green Tree Gold Award

15 pupils completed Dumfries House Residential

7 pupils completed Big Sleepover

Links with Ayrshire College, Underwood House and Whiteley's Retreat

Awards (Nat 1 and Wider achievement) gained by pupils

How Good is Our School?

What is our capacity for continuous improvement?

Shared rationale; vision, value and aims, reviewed in consultation with all stakeholders.

Team around child approach – a holistic, multi-agency approach is embedded and supports children and their families.

Total communication approach giving all pupils a voice.

Health and wellbeing a core element of curriculum and school ethos. Winner of Education Award 2017 for HWB.

Collaborative, multi-agency and engagement work with partners, providers and parents.

Commitment from senior management to support CLPL across all staff and distributed leadership across all staff.

Quality Indicator 1.3 Leadership of Change

How well are we doing?

- Clear vision, revised rationale, motto, aims and values agreed by all stakeholders. High standards, expectations and aspirations across the school and local community.
- Strategic approach to distributed leadership is having a clear impact on achieving positive outcomes for children and families with staff confidently undertaking a range of professional learning opportunities to enhance their skills taking on additional qualifications and courses. Staff share their learning and there is a strong collegiate approach to professional learning across the staff team.
- Staff and stakeholders engage well with opportunities for reflection and self-evaluation which drives forward change and improvements. Collaborative leadership with colleagues and partners allows outcomes to be met.
- Skills for life and work are developed through an 'enterprising' school approach with all pupils taking on responsibilities at different levels. Secondary pupils prepare for 'world of work' through increased community and school engagement, taking on responsibility for Thanks a Latte, school cafe working with catering manager, organising coffee mornings, Burns Supper, whole school events, school duties, college links and work experience placements both in and out of school. We have achieved 6 Green Flags, being an award holder since 2009. We are a FairActive School, have LGBT Youth Scotland Bronze Award and achieved Makaton friendly school status. We have our RRS Record of Commitment and actively relate activities to UNCRC and Seven Golden Rules of Participation. Active citizenship is part of our ethos and Eco affords opportunities for enterprise, health promotion, international education, outdoor education, encouraging pupils to be responsible citizens in their local and wider communities. This session we have sustained our Digital School Award, Eco Renewal Award, ASA Most Active School finalist and Green Tree Gold Award. We were awarded Child Bravery Award and Class of the Year at the West Sound Radio Cream of Ayrshire Awards.
- We have an active Pupil ECO/ Fairtrade/ RRS/LGBT/UNCRC Councils with all classes contributing to have their say and make decisions about their school, learning and community, using various ways in which to communicate their opinions. Our School Captain and Vice Captains are role models for all pupils.
- Pupils benefit from educational visits in the local community where they are given opportunities to transfer skills into different learning environments. The school minibus allows access to the wider community. Community links are strong with local schools, businesses and partners. Steven Brown visit, Shirley Husband and Greta Yorke author visit was very successful.
- The use of technologies such as Smartboards, Promethean, Plasma, Eye-Gaze and iPads allows pupils to achieve and experience learning in a range of accessible ways. Boardmaker and Matrix Maker enhance our total communication ethos. Further licenses purchased to extend use throughout school.
- Willowbank has continued their partnership with Kilmarnock Engineering Science Society. Pupils enjoyed our annual Science Week and two pupils had their inventions recognised for the Scottish Engineering Leaders Award and work to be displayed at University of Strathclyde.
- We have introduced Numeracy/Maths streaming in the middle primary with opportunity for pupils to be in ability groups one block per week and achieve success. Explored Milestones in conjunction with EAC planners and have arranged moderation sessions with other ASN schools.
- Positive partnerships have been developed with Adult Services enable joint planning and identified priorities such as independent travel – cost implications have to support this.
- All senior pupils have completed a term long work experience in the school cafe.
- Two young people will leave Willowbank and enter into positive destinations.
- 'Wee Den' nurture base has been set up and is used to support pupils through challenging periods as well as to build their confidence and self-worth.
- Increased pupil voice across the school and throughout the day. Pupil-friendly school evaluation formats in place, and continual consultation through Pupil Council. Pupil involvement during Annual Reviews, to share views.
- School app and blog used to increase parental engagement
- Online tool making tracking and monitoring more meaningful and less bureaucratic for staff.
- Staff are empowered and undertake devolved leadership opportunities through CLPL, Champions and mentoring.

How do we know? Evidence of Impact?

Tracking systems in place, Quality assurance monitoring, Moderation; ILP/target data, Learning Logs, Child's Plan, CFE Machine Results. PEF Reports, School Blog and Twitter

Teacher judgements - Ongoing assessment, professional judgements, professional dialogue

Pupil voice – through AAC, Makaton, Talking Mats, AifL, Pupil Council

School ethos – recipient of various awards

Pupil involvement in wider achievement, authority local and national events

Positive destinations for leavers

Increase in pupil confidence and self-esteem; increased pupil voice and meaningful consultation with children and young people

Collaborative/Partnership Working - Engagement with other schools, businesses and local/wider community and feedback from parents/stakeholders – parents, staff, partner agencies, wider community and volunteers

Social media forums to improve communication – school blog, HT blog, Twitter, Facebook, school app

Next steps:

Nurture/DDP Pace across school and investigate possible base within school

Senior Phase Consultation/Transition/Work Experience

Further increase pupil consultation, personalisation and choice, AAC, Iain Bean

Further parental involvement (workshops) training (PEF), app

Paperless, use of GLOW and bespoke tracking online

Establishment self-evaluation (using 1-6 scale):

5

Quality Indicator 2.3 Learning, Teaching and Assessment

How well are we doing?

- There is an excellent welcoming and caring ethos within the school, which visitors regularly comment upon, and a major strength of the school is the strong relationships between staff and pupils with classroom environments being sensitively adapted to meet learners' specific needs
- Teamwork is excellent. Staff are extremely committed to the needs of the young people and have excellent skills in supporting teaching and learning in classes and beyond. Personal care needs, moving and handling, managing behaviour, administration of medications are supported and carried out with suitable training and support. The staff show great commitment to supporting children and families and take responsibility for their own CLPL and training needs.
- Staff know their pupils well and provide appropriate differentiation through activities and support. These supports are reviewed regularly and modified where required through termly monitoring and class meetings. Support codes and tracking have been streamlined, including the use of at-a-glance posters in classes. We treat all pupils fairly and respectfully promoting dignity and self-esteem at all times. We work with parents as partners and have mutually supportive relationships with families and carers. Staff are extremely intuitive to the needs of the pupils.
- Child's Plans help to develop and share information with relevant team members and include aspects of behaviour management, preferred learning styles, development priorities, strengths and interests, eating and drinking skills, medical needs, risk assessments, achievements and attainment.
- Learning environment is positive, nurturing and challenging which leads to high quality learning outcomes. Learners receive regular feedback in a variety of communication methods. Pupil and Classroom Guidelines have recently been updated to reflect the high standards expected.
- Staff understand specific individual needs of pupils and provide a tailored curriculum for each individual. Pupils learn throughout their day as demonstrated in our 'Core Curriculum'. All pupils have ILPs clearly linked to their development needs which reflect the CfE experiences and outcomes and the breadth of coverage across these is tracked, ensuring a broad general education.
- A collaborative approach with colleagues, parents, other professionals and pupils, where appropriate, is used to inform targets. Parents are involved in discussing targets and in annual TAC meetings. Regular review and assessment of these targets maintains challenge and sets next steps for learners, including pupil self-assessment wherever possible.
- HWB is a focus with extended community events including Galleon, school's Fit Club, healthy eating agenda, partnerships with catering manager, and involvement with Allied Health partners.
- A total communication approach includes switch use, symbol support, PECS, eye-gaze and Makaton signing.
- Curriculum is refreshed regularly in classes to reflect needs and interests of individuals. Staff groups meet regularly to focus on wider developments. Stage planning and opportunities for professional dialogue has been very good. Pupils are challenged appropriately according to their individual needs, given opportunity to respond and make meaningful choices in a way that is appropriate for them, using the Seven Golden Rules for Participation as a basis.
- Complete refresh of SQA and Wider Achievement programmes in consultation with secondary staff and learners, to ensure all modules are based on literacy, numeracy and HWB skills and that the focus of NQs is independence and communication skills.
- We review our curriculum using the principles of curriculum design and ensure that learners' entitlements can be met. Our broad general education provides opportunities for revisiting and consolidating learning and opportunities for learners to apply learning in different contexts. There is a focus on literacy, numeracy and health and wellbeing across the school at all stages through Individual Learning Plans. Our rationale is regularly reviewed and refreshed and curriculum overviews in all areas are kept up-to-date and in line with current national guidance.
- School policies have been updated.
- Personalisation and choice is central in senior phase and the curriculum has been further developed to ensure there is coherence, breadth and depth, challenge and application of skills in a variety of contexts, with a specific focus on communication and life skills.
- Effective transition from class to class through sharing of achievements. Transition Tuesdays prepared pupils for moving classes and across stages.
- Transition into school involves partnerships with Early Childhood Centres. Staff have visited/assessed pupils in their own settings and with visits to Willowbank where they get to meet their new peers' class teacher and visit their new classrooms.
- We have very strong post-school transition supports with a range of partners including our Adult Services, Sir Alexander Fleming, Hansel, EA Community Supports, UCan and Ayrshire College. Our pupils had 100% positive destinations last year and the same is expected this session through robust planning and supports. Families are very much supported through the transition process.

- Parents and carers are informed of their children's progress through detailed written reports, consultation about ILP targets and meetings with teaching staff and promoted staff at Parents' Evenings and by request at any time. Regular newsletters, Friends of Willowbank Facebook page, school app, text message service and our school website, Twitter and class/HT blogs keeps everyone informed of school events and successes.
- There is a Parent Council and Friends of Willowbank who work hard to raise funds for the school, support the improvement agenda and support families in extra-curricular activities and family events with the school being well-supported by a chaplain.

How do we know? Evidence of Impact?

Tracking systems in place, Quality assurance monitoring, Moderation; ILP/target data, Learning Logs, Child's Plan, CFE Machine results, PEF Reports

Teacher judgements - Ongoing assessment, professional judgements, professional dialogue

Pupil voice – through AAC, Makaton, Talking Mats, AiFL

School ethos – recipient of various awards

Pupil involvement in wider achievement, authority local and national events

Positive destinations for leavers

Increase in pupil confidence and self esteem

Collaborative/Partnership Working - Engagement with other schools, businesses and local/wider community and feedback from parents/stakeholders – parents, staff, partner agencies, wider community and volunteers

Social media forums to improve communication – school blog, HT blog, Twitter, Facebook, new school app

Next steps:

Collaborative/Partnership Working - extend partners – Underwood, Hansel, Centrestage, Cafe. Parental engagement/involvement

Continued celebrating success and opportunities for all pupils in local and wider community

Tracking, monitoring, data analysis and teacher judgement confidence

Review of quality assurance – make planning manageable

PEF Funding

Further promote peer assessment/pupil voice

Establishment self-evaluation (using 1-6 scale):

6

Quality Indicator 3.1 Ensuring wellbeing, equity and inclusion

- We are a truly inclusive and fully accessible school – the needs of all learners are met in various contexts and we provide a high level of support to parents and families. Strong emphasis on personal choice for all pupils. We have a high profile in local community and partnerships with local schools. The promotion of positive and respectful relationships is given a high priority and underpins out strong school ethos.
- All staff have completed EAC's e-learning module on Equality and Diversity as part of their CLPL.
- Equality, fairness, respect are promoted through a range of activities including citizenship, eco, enterprise, fair trade, health promotion, Rights Respecting Schools, LGBT, Rights of the Child (7 Golden Rules assemblies/lessons) and RME programme including pastoral visits and study of world religions
- We have a code of conduct for our pupils to follow which links with our anti-bullying, rights respecting school and relationship policy.
- A culture of recognising and celebrating achievement and success is well established in the school on a daily, weekly, termly and annual basis.
- Learners are encouraged to feel safe, healthy, achieving, nurtured, active, respected, included and responsible and recently refreshed pictorial values prompts aid their understanding of these values through our total communication approach
- Pupils and staff are aware of UNCRC and 7 Golden Rules of Participation ensuring fairness and equity for all at Willowbank and a rolling assembly programme is in place with pupils creating and sharing class charters, posters and views at termly Pupil Council and wall displays
- A range of therapies provides part of our curriculum – rebound, pet, art, music and horse riding. Positive relationships have been continued with Active Schools with an after school club being set up and used by pupils. The school is a host venue for Rebound and Innovation Funding allowed us to train several staff and provide Rebound for all pupils.
- PE programme contributes to health and wellbeing and a well-established 'buddy' programme is in place with other local schools. Pupils enjoy swimming, hydro, horse-riding, outdoor education, outdoor bowling, orienteering, ASA cycling and have performed at the local Theatre as part of DanceFest. School were finalists Most Active School of the year at the ASA Annual Awards 2018, Scottish Education Health and Wellbeing 2017 award and Sports Scotland Silver Award in 2018, Class of Year 2018/Child Bravery Award. Nurture training bespoke to Willowbank provided by Educational Psychologist and the Wee Den nurture base has been set up in school. HT has completed Level 1 DDP training.
- The school nurse helps to support medical and health needs at home and school. Other partners work co-operatively with teaching staff to cover aspects of relationships, personal and sexual health in consultation with parents – adult sexual health nurse within Senior Phase.
- Staff work in a multi-disciplinary team with a range of partners including social work and health staff including Allied Health Professionals. Termly multi-agency meetings allow partners to work collaboratively using a GIRFEC approach to ensure we plan for clear, shared outcomes for children. HT is member of CEN group and DHT attends at CEN meeting with professionals. Strong working relationships with Ayrshire College, including bespoke classes provided for Willowbank by College Lecturers.
- Excellent use of outdoor space – garden/playground, local park and local community.

How do we know? Evidence of Impact?

Tracking systems in place, Quality assurance monitoring, Moderation; ILP/target data, Learning Logs, Child's Plan, CFE Machine results, PEF Reports, NQ results

Teacher judgements - Ongoing assessment, professional judgements, professional dialogue

Pupil voice – through AAC, Makaton, Talking Mats, AifL, Pupil class assemblies

School ethos – recipient of various awards

Pupil involvement in wider achievement, authority local and national events

Positive destinations for leavers

Increase in pupil confidence and self esteem

Collaborative/Partnership Working - Engagement with other schools, businesses and local/wider community and feedback from parents/stakeholders – parents, staff, partner agencies, wider community and volunteers

Social media forums to improve communication – school blog, HT blog, Twitter, Facebook, new school app

Next steps:

Collaborative/Partnership working – parental communication and documentation/PEF

Consideration of online planning/Online tracking tool

Child Poverty "Every Child, Every Chance"

Food and Health Framework/Mental wellbeing Framework

Establishment self-evaluation (using 1-6 scale):

6

Quality Indicator 3.2 Raising attainment and achievement / Securing Children's Progress

How well are we doing?

- Team work is strong at Willowbank School and staff meet regularly to discuss individuals' needs. Stage planning and opportunities for professional dialogue, including moderation, have been welcomed and embraced by staff.
- Staff have a willingness to improve the quality of the school's work and engage well in self-evaluation exercises with SMT. There is a culture of self-evaluation within the school and staff are reflective practitioners who review the effectiveness of their practice individually, in class teams and stage teams. Calendar in place to support. New online tracking tool in place this session.
- All staff use Post It system to assess and evaluate learning and focus on improving learners' experiences. Confident teacher judgements along with benchmarking and appropriate assessments raise attainment.
- HT/DHT visits to classes are in place and verbal/written feedback is given to the whole team who engage in professional dialogue. Visits moderated by PT. We have externally moderated ASDAN units and SMT moderation of all class files.
- All staff are part of Improvement Planning groups and are consulted regarding their input including pupils, parents and stakeholders.
- Improvement planning is cyclical, with honest self-evaluation embedded in practice and that all staff are clear about their role in the improvement plan. Staff peer support is strong.
- Moderation activities take place regularly in the secondary department for ASDAN and SQA units, internally and with other ASN schools in Ayrshire and beyond. This is embedded in practice and staff are able to focus well on successes and achievements for learners.
- Moderation of all classes involved teaching staff discussing paperwork, learners' journey
- Moderation and networking with EA, Pan Ayrshire and other LEAs in place.
- Staff evaluate the work of all pupils and plan for next steps. Most staff deploy a range of AFL strategies to provide feedback to learners and identify next steps.
- Most teachers in classes effectively manage small teams of support staff and also work cooperatively with visiting specialists to improve outcomes for pupils.
- Partners and stakeholders are consulted re Improvement planning, opportunities for attendance at in-service and advisory meetings/consultation re ILP targets.
- Distributed leadership is apparent in the school improvement plan but this needs to be increased more at all levels within classes and the whole school.
- Pupils' general attendance is very good and we have highly motivated young people who are enthusiastic in their learning and proud of their achievements and their peers. We have a caring, safe and nurturing school community.
- Learners all have Individual Learning Plans and, where appropriate, learners are involved in setting and reviewing targets in literacy, numeracy and health and wellbeing. A new online ILP tool tracks all experiences and outcomes.
- Secondary pupils have achieved a range of awards and qualifications. Awareness of learning is developed through strategies including pupil target walls, cue cards, learning intention boards. Pupils are actively involved in their learning 'My Learning Journey' and Achievement files. Staff share learning intentions in a range of ways to meet all learners' needs. Achievement is evident throughout the school with wall and classroom displays. Photographs of pupil involvement communicates a message of active learning and enjoyment. Pupils share their learning through GLOW Blogs with parents weekly and we have a HT Blog too.
- Pupil achievement is shared with parents and partners at School Reviews where pupils attend and show their successes. New paperwork has allowed staff to report on the GIRFEC indicators.

How do we know? Evidence of Impact?

154 Awards achieved by 27 pupils

119 awards National 1

8 awards National 2

ASDAN – 4 awards achieved

John Muir – 6 pupils achieved award

Green Tree – 6 pupils achieved award

Duke of Edinburgh's Award – 4 Bronze awards achieved; 3 sectional awards achieved

MOVE – 4 awards achieved

MOVE staff trained

95% of targets set have been achieved for all learners

Attendance is very good

Tracking systems in place, Quality assurance monitoring, Moderation; ILP/target data, Learning Logs, Child's Plan

Teacher judgements - Ongoing assessment, professional judgements, professional dialogue

Pupil voice – through AAC, Makaton, Talking Mats, AiFL

School ethos – recipient of various awards

Pupil involvement in wider achievement, authority local and national events

Positive destinations for leavers

Increase in pupil confidence and self esteem

Collaborative/Partnership Working - Engagement with other schools, businesses and local/wider community and feedback from parents/stakeholders – parents, staff, partner agencies, wider community and volunteers

Social media forums to improve communication – school blog, HT blog, Twitter, Facebook

Next steps:

Collaborative/Partnership Working

Parental engagement/involvement

Continued celebrating success and opportunities for all pupils in local and wider community

Tracking, monitoring, data analysis and teacher judgement confidence

PEF Funding

Establishment self-evaluation (using 1-6 scale):

5

Pupil Equity Funding:

Level of PEF funding: £75,600.00

How has this been allocated this session?

1. Resources – including training, course attendance
2. Staffing
3. Therapies – including Pet, Music, Massage and Art

Evidence of impact so far:

1. Items purchased so support literacy, numeracy, health and wellbeing, parental engagement and staff CLPL/training – up-to-date, age- and stage appropriate learning materials providing motivation and engagement. Makaton training, social stories, talking mats, DDP, autism consultant, massage training, pool training
2. Staff recruited until June 2020 – pupils better supported to access the curriculum and achieve.
3. Pet therapist, massage therapist, art therapist and music therapist and Centrestage in place – positive impact on pupil behaviour, emotional wellbeing, communication skills and independence.