**Hyndhead Special School**

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| Date of published Inspection | December 2023 |
| Date of Progress Report | February 2025 |

**Evaluative Grades at time of Inspection**

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| 1.3 Leadership of Change | Satisfactory |
| 2.3 Learning, teaching and assessment | Satisfactory |
| 3.1 Ensuring wellbeing, equality and inclusion | Satisfactory |
| 3.2 Raising attainment and achievement | Satisfactory |

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| The inspection team found the following strengths in the school’s work.  • Led by the newly appointed headteacher, staff have created a nurturing environment in which children and young people benefit from caring and positive relationships.  • Children and young people are enthusiastic and engage well in learning activities. Staff support them effectively to overcome any challenges they face in their learning.  • Children and young people use a range of communication approaches well and these are supporting them to make choices and share their views. |

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| The following areas for improvement were identified and discussed with the headteacher and a representative from Fife Council.  • The headteacher and staff should implement approaches that enable the whole school community to review the work of the school. These approaches should identify what is working well and areas for improvement.  • The headteacher and staff should develop a curriculum that reflects the needs and interests of children and young people. This work should involve partners in the local community to ensure learners benefit from a broad range of educational experiences.  • Staff should ensure that all young people develop skills for life beyond school to help them to move to appropriate placements. All young people and their parents and carers should be involved in bespoke planning to prepare for leaving school. |

**Actions**

* School improvement plan for Session 2023-2204 was re-drafted following outcomes of inspection to focus on aspects identified through the inspection process. Staff were involved in this process.
* Standards and Quality Report was shared with Local Authority and wider school community detailing progress and impact in June 2024
* School Improvement Plan prepared for Session 2024-2025 from triangulation of evidence gathered throughout session 2023-2024
* Feedback given to Headteacher on SQR 2023-2024 and IP 2024- 2025 from Local Authority
* Throughout session 2023-2024 support visits from Local Authority
* Learning Partnership visit (Quality Assurance process) in January 2025 involving Local Authoirty representatives and Headteacher colleagues. This involved professional dialogue with school leadership team, parent focus group, classroom observations, review of planning, tracking and monitoring processes and learning environment audit.

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| **The headteacher and staff should implement approaches that enable the whole school community to review the work of the school. These approaches should identify what is working well and areas for improvement.** |
| Progress   * School has established a QA calendar which has planned opportunities to review the work of the school on an on-going basis throughout the school session. This includes regular collegiate sessions, planning and tracking meetings with all staff, planned classroom observations, gathering the views of parents and pupils. A variety of approaches are used gather the views of pupils eg talking mats, feedback forms etc and school have worked to adapt material to gather views on rights. * All staff are involved in on-going self-evaluation as part of collegiate activities. * School community were involved in refreshing school vision and values. Our vision and values are safe, nurtured, kind and fun. This reflects our ES feedback on developing our values and aims to reflect high aspiration and relevant to learning. * There are opportunities for parents to provide feedback informally through flip-chart/post it’s in reception, at parents evening and through more formal questionnaires. * Parent Council has been re-established and are meeting regularly to support the work of the school * A variety of planned professional learning to develop knowledge and understanding in staff team. A variety of PL has been undertaken to support the physical, social, emotional and medical needs of individuals. This session, play approaches, approaches for listening and talking, Trauma informed learning and teaching, de-escalation are supporting improvement linked to learning and teaching * Principal Teacher has joined NCNN Moderation Group. This is providing opportunities to work with other colleagues and look outwards. |
| Impact   * From feedback gathered all staff have a shared understanding of the values and are demonstrating them in daily practice. Work is continuing to make pupils and families familiar with the values in a variety of ways * Analysis of parent feedback shows that almost all parents who responded feel there are a range of opportunities provided to allow them to be involved in the life and work of the school. * Staff confidence has increased through regular planning and tracking meetings, planned PL linked to curriculum, SQA, learning and teaching which has been evidenced through professional dialogue and classroom visits. * Parent Council have supported the school through fund-raising to purchase more sensory resources, this has enhanced the sensory experience for pupils within the school. * A group of parents who met with the Local Authority in January 2025 spoke positively about their involvement in the life of the school, visibility of Headteacher and improved communication. |
| Next steps   * Continue to embed the newly refreshed vision and values to ensure they underpin the ethos and life of the school * Continue to follow up on all feedback from QA activities to ensure it leads to improvement for all members of staff and impacts on outcomes for pupils. * Continue to analyse all data gathered and use this to inform next steps as part of the on-going self-evaluation process. |

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| **The headteacher and staff should develop a curriculum that reflects the needs and interests of children and young people. This work should involve partners in the local community to ensure learners benefit from a broad range of educational experiences.** |
| Progress   * Improved shared experiences for families with pupils for example children visiting Santa at the Deer Centre, the Leven Rail Link, School Travel Plan, Olympic Sports Day. Christmas and Easter fayres have been organised and run by Parent Council. The school has set up a community pantry. * There are daily links with parents and carers on Seesaw and regular photo updates to share pupil learning and progress across the entirety of the curriculum in place. * The school are learning pathways in literacy, numeracy and health and wellbeing to support progression and provide quality learning experiences. At the senior phase, young people engage in a cycle of curriculum activities over a three-year period. We are continuing to review this approach with a view to ensuring the senior phase curriculum is progressive, aspirational and takes full account of young people’s needs and interests. Discussions have been held with SQA which will support work moving forward. * Our health and wellbeing curriculum has been further developed to include horse-riding, cycling, floor curling, visits to local parks and the local community regularly * We have established a purposeful link with Active Schools Coordinator for Levenmouth Cluster / Special Schools. These opportunities are being included in our refreshed health and wellbeing learning pathway, * Our senior class enjoyed a programme of DYW inputs from a number of our partners, Employability Coordinator, Community Trade Hub, Bright Green Hydrogen, Nourish Centre, Salvation Army and “Generation Science”, Levenmouth Rail Link (Rail Safety), ASDA (Glenrothes). * The school has established links with Skills Development Scotland. Staff from the school have met representatives from the SQA to explore additional awards and qualifications appropriate for our young people. The SQA signposted the school to the relevant information. * Some of our children and young people enjoyed the opportunity of work experience at the Salvation Army in order to upskill them for future destination/employability enhancing life skills. * Wider achievement from out of school is being captured in a consistent way for all pupils and celebrated in school * Curriculum rationale has been developed by staff and partners which captures the uniqueness of Hyndhead Special School. * Our hydro- therapy pool was re-opened in August 2024. This is providing regular opportunities for water based activities for all children and young people. |
| Impact   * Feedback from parents demonstrates that they value the communication that they have with teaching staff and this has strengthened the relationship between home and school. This includes daily feedback on their children’s progress and achievements via Seesaw. * Feedback gathered from pupils showed that most pupils enjoyed the opportunity of experiences that they might not have done without the support of our PEF funding, for example, horse-riding, Cairnie Fruit Farm, Levenmouth Rail Link, Music Therapy. * The Parent Council has had a positive impact on the school community by their involvement in organising a variety of events. These events have been inclusive and very well attended. * The re-introduction of parent meetings for all pupils has provided a consistent approach from the team to ensure parents are fully involved in their child’s progress. The particular focus on setting targets has been well received. * Evidence of increased motivation, engagement and participation from pupils through the wide range of activities which are being offered to broaden their educational experiences. There is evidence this is impacted positively on attendance for identified children. * Use our developed health and wellbeing learning pathway to ensure all pupils experience a range of learning and experiences. * Celebration of wider achievement has improved self-esteem across the school. * Hydro-therapy pool has significantly improved health and wellbeing opportunities for children and young people on a regular basis within our own school building |
| Next Steps   * Continually gather feedback, review and develop health and well-being learning pathway on an on-going basis. * Look for further opportunities to develop community links which will provide relevant educational experiences for our pupils * Curriculum rationale to be shared with parents and pupils, agreed and then used to underpin the work of the school |

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| **Staff should ensure that all young people develop skills for life beyond school to help them to move to appropriate placements. All young people and their parents and carers should be involved in bespoke planning to prepare for leaving school.** |
| Progress   * A Working Group has been established to examine our processes and provision around transitions. We had extensive engagement with Adult Services on their review of post school provision for young people with disabilities. * School has worked hard to establish transition links for all our senior phase learners that can be continued beyond school. These links are with a wide range of partners eg Nourish, Fife College, Adult Services, DYW * Changes have been made to planning in the senior phase. All young people have a senior learning journey which prepares and supports transition. * Planned assessment of needs are started with young people and their families in advance of transition. |
| Impact   * From involvement with SDS a few young people gained qualifications at National 2. * The school has developed a stronger relationship with families and carers and partners around the transitions process and the changes to these processes have impacted positively on experiences for pupils and their families. * Through our DYW activities targeted children and young people are able to experience a wide range of skills for work overseen by skilled professionals * The work with Adult Services gave the staff a clear picture of the barriers facing young people who are transitioning beyond school from the senior phase. This work has impacted positively on our last 2 school leavers (June 2024 and December 2024) Both identified young people have secured positive destinations. * School staff have a better understanding of the availability of post-school opportunities for young people |
| Next steps   * Working with other Special Schools across Fife share practice on successes of bespoke planning for young people leaving school * Continue to work in partnership with Adult Services and the team around the young person to ensure transition is well-planned and meets the needs of individual pupils. |

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| Since Education Scotland inspection in October 2023 (publication December 2023), the school have made good progress towards all areas for improvement as detailed above. This improvement has been evidenced through a variety of approaches to gather evidence and measure impact with a particular focus on outcomes for all our pupils.  The school continues to have a focused improvement plan for this session and continue to work towards improvements in the educational experience all pupils receive at Hyndhead Special School.  Moving forwards the Local Authority will continue to monitor progress and impact of all improvement work through our internal QA systems which includes at least one formal visit to school in the academic session to review improvement activity and meet with pupils, staff and parents to gather views. Engage with Headteacher through a variety of forums eg cluster meetings within locality and special heads collaborative. Attendance and attainment data will continue to be monitored and discussed 4 times in the year through planned meetings. |