



# Rosslyn School

## Standards and Quality Report 2022 – 23

### Achieving Excellence and Equity

#### Mission Statement

“We have a dream..... that all learners who come to Rosslyn School will have opportunities to *continue* to learn and grow *throughout* their life. That they will live in a community that *values* their contribution and skills, and *understands* them for who they are, and what they *can do.*”

#### School Vision



At Rosslyn School our vision is that *all learning experiences are directly influenced* by:

- Family
- Relevance
- Inclusion
- Enjoyment
- Nurture
- Decisions
- Support





Love and Compassion

We show affection to one another.  
We build strong relationships.

We care for, listen to, and understand the needs of everyone.



Trust

We are all happy to come to school.  
We are challenged and can take risks.  
We are encouraged to learn from our mistakes.

**Rosslyn School Values**



A special place for everyone to learn, achieve, and feel valued



Motivation

Everyone does their best for our learners by providing fun, relevant, and personalised experiences.

We celebrate and share our achievements.

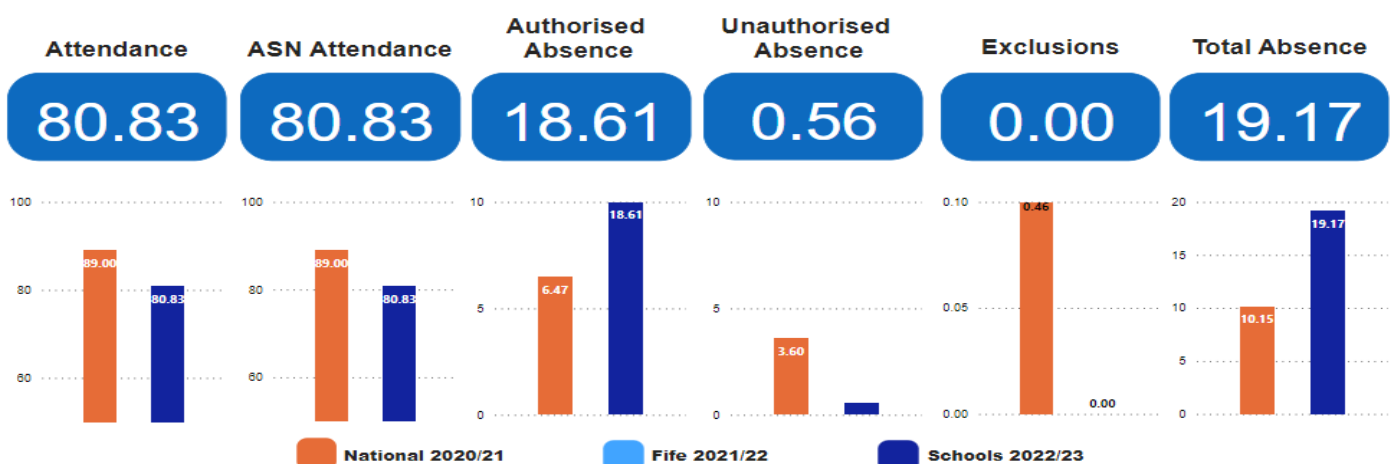


Positivity

We focus on what we 'can do' and bring out the best in everyone.

**School Context**

- Rosslyn School provides specialist education to meet the needs of 28 learners aged 3 to 18 with complex additional support needs.
- We have 5 classes grouped in age: N4 – P3, P3 – P7, P6 – S1, S1 – S3, S3 – S6 with approximately 6 learners in a class.
- Our ELC provision currently has 2 learners under 5 years. This year we have developed our curriculum rationale in line with ELC guidance.
- Learners in the senior school access SQA National level 1 courses and level 2 units, or Personal achievement awards as appropriate.
- The staff: pupil ratio enables learners to follow a bespoke timetable with a balance of personal targets, BGE entitlements or SQA courses, and health needs.
- All learners have complex needs and associated health challenges. Two learners also have EAL alongside Down's Syndrome, (both these learners have significant absence). Two learners are care experienced and currently have stable placements that meet their needs.
- Attendance 2022/23 – Authorised 18.61% and unauthorised 0.56%



- £25,725 PEF allocation 2022/23
- SIMD profile - At Rosslyn we have 12 families in SIMD 1 and 2; 1 family in 3; 10 families in 5 to 7; and 4 families in 9 to 10.
- All learners have free school meals due to being in an ESP.

**Improvement Priority Session 2022 – 2023**

**Priority 1 – All N3 and N4 learners will increase their engagement levels within literacy - Attention Skills (Foundation Milestones) through improved multi-sensory learning approaches and supported play**

NIF PRIORITY: Improvement in attainment, particularly in literacy and numeracy  
 NIF Driver: School and ELC improvement, Curriculum and Assessment

HGIOELC 2.4 Personalised support; 3.1 Ensuring well-being, equality and inclusion; 3.2 Securing children’s progress  
 UNCRC article 3, 23, 29 and 31

Has this priority been:  
 (please highlight)

Fully  
 Achieved



Partially  
 achieved



Continued into next  
 session



**Progress:**

Work carried out towards this priority has become transformational across the school and not just the ELC setting. Our study of current ELC policy and guidance alongside PMLD research led us to a test of change over the summer term.

We have been supported by Fife ELC QIO and PT in developing our ELC pedagogy and Curriculum Rationale.

As we evaluated multi-sensory approaches to support attention we assessed that play opportunities were limited. A review of the guidance within ‘Realising the Ambition, Being Me’ supported a more responsive approach to learning that is child centred and led by their interests. We set out to reduce the amount of group work tasks across the day and increase opportunities for play and relevant and valuable experiences. This is what has attributed to increased attention skills for our N3 and N4 learners.

**Impact: *From our additional support record of visit QIO***

Curriculum rationale has been updated and UNCRC has taken a key role.

Each class is using a model for improvement revolving around choices for learners.

All staff across the school now have a fair to good understanding of the National Standards/Realising the Ambition – staff now have to develop processes to keep this learning alive.

Learning about RTA has led to a ToC related to PMLD – staff are developing their skills at using the approaches within RTA to support change within their approaches to supporting children’s learning and the organisation of their classrooms.

Planning is much more responsive and there has been a shift away from overly complex adult directed group activities

PSAs are now more engaged in supporting the development of activities/ learning opportunities to meet children’s interests responsively, including the use of intentional promotion.

Outdoors is being used more effectively and staff are observing children engaging with the environment to a greater extent to support future planning.

There has been a reduction in the amount of time children spend in adult organised group sessions.

Learner engagement and participation has improved and learners continue to make good progress through the milestones.



We have also developed a link with Gallatown ELC. We started with a book bug session where 3 of our pupils joined a small group for a story. Gallatown learners now join our Friday Family Fun sessions in the garden and have enjoyed outdoor play sessions together. Early signs are that learners are developing their interaction and social skills with an extended peer group. We will continue this link next year as we develop our play pedagogy and responsive planning approaches.



**Next Steps: *From our additional support record of visit QIO***

- HT has arranged for SfL service to support input on the development of exploratory play
- PT has identified the need for the team to learn more about the language of observations which will focus more clearly on the skill/knowledge development and help identify next stages in learning.
- HT and the team have started to gather evidence linked to CI framework to support any CI inspection.
- HT has identified the need for focussed visits to other settings to support on their continuous improvement journey. (*We are looking outwards already and have started visits to mainstream and ASN provisions*).
- Personalised learning planning will be reviewed and a new format will be developed to capture assessment and next steps as well as planning.

**Priority 2 – All BGE learners working at a Pre-early level will develop their listening and reading skills (Lit 0 -02a, 04a, 14a) in order to make a choice of where they want to work, what they want to do when they get there, and how they want to explore and play.**

NIF PRIORITY: Placing the human rights and needs of every child and young person at the centre of education; Improvement in attainment, particularly in literacy and numeracy  
 NIF Drivers: School and ELC improvement; Curriculum and assessment

HGIOS4 2.3 Learning, teaching and assessment; 2.4 Personalised support; 3.1 Improving wellbeing, equality and inclusion; 3.2 Raising attainment and achievement  
 UNCRC article 3, 23, 29 and 31

Has this priority been:  
 (please highlight)

Fully  
 Achieved



Partially  
 achieved



Continued into next  
 session



**Progress:**

All Pre-early literacy learners across stages were assessed in October/Nov 2023. **9 in this target group**  
 We developed 'core' words that are used consistently across the school.

13 – What Words

2 – Where (outside/class)

10 – How Words

25 **high frequency** words in total relevant to home and school, (push, pull, pick up, shake etc.)

Each learner was then coded on whether they were acquiring/fluent/generalised in the use and understanding of the symbols with varying degrees of support and engagement. Where they had never been introduced to a word, this was 'not assessed'.

This assessment took a few months as staff had to assess across contexts and days of the week, etc.

**Impact:**



Daniel and Elisei follow a prompt to 'push' the sand away to reveal an image



Elisei asks Heather for a 'push' on the swing

**Overall achievement**

51% improvement in acquiring new words

50% improvement in fluency i.e. the ability to demonstrate understanding of these words in familiar tasks in school

44% improvement in generalisation i.e. the ability to demonstrate understanding of these words in new and unfamiliar context

57% improvement in adding new words

This has impacted on learners in this group making informed and accurate choices. They are able to communicate their needs in leisure times which can be a difficult time of day as much of the structure and predictability of the day is not as tight at these times. Staff have a clear understanding of what learners know and what they are working on, learning how to read and use this information throughout

the day, (not just literacy sessions). Staff have observed that learners are happier and more engaged at play times. They are responding to more opportunities to choose, and we are seeing this impact on learner engagement and self-esteem. As a group this data is encouraging and evidences the impact on learning and teaching of these words. It evidences this populations capacity for learning and attainment.

**Next Steps:**

- Having evidenced the impact of a targeted approach to reading for choice making, we are hoping to expand this next year. We have appointed a teacher and a PSA through PEF a day every second week to continue to assess and plan for reading for enjoyment. Gemma Byres will lead on this across the school as she has been on training this term. We will explore the benefits of workshop for literacy, phonics etc. We will be using Clicker 8, Eye gaze technology and other programmes to improve tools for reading and finding and using information.
- New teachers to be PECS trained.
- All staff to be trained/updated in Workshop for Literacy and Clicker 8.
- Teachers to explore the differences between learning through phonics, and whole word approach, in order to improve outcomes for learners.

**Priority 3 – All BGE learners working at a Foundation level will improve their ability to show a preference for an activity (range of up to 5 activities) based on an OOR and staff member.**

NIF PRIORITY: Placing the human rights and needs of every child and young person at the centre of education; Improvement in attainment, particularly in literacy and numeracy  
 NIF Drivers: School and ELC improvement; Curriculum and assessment

HGIOS4 2.3 Learning, teaching and assessment; 2.4 Personalised support; 3.1 Improving wellbeing, equality and inclusion; 3.2 Raising attainment and achievement  
 UNCRC article 3, 23, 29 and 31

Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	
---	----------------	--	--------------------	--	-----------------------------	--

**Progress:**

Staff took part in a CPD session on the February in-service day on multi-sensory learning delivered by our OT Caroline Reith. This was an excellent opportunity for staff as they experienced barriers such as having a visual impairment, hearing impairment and sensory processing difficulties. There were many light bulb moments! Staff reflections included:  
 The pace of the day – slowing it down for more complex learners  
 Developing our MGS knowledge and use of signing in school  
 The purpose and value of Group Work sessions – Does this meet the diverse and individual needs and interests of learners?  
 We now have a full list of OOR for activities along with locations, including the garden activities. These objects are refreshed frequently to ensure they still have a smell cue, and the sounds are working.  
 Class teachers planned learning carefully ensuring learners had 3 cues to an activity: the person, object, environment (time of day and location). After weeks of following a schedule the teachers change 1 factor and observed responses.

**Impact:**

**3 in this target group**

We baseline assessed their Preference and Choice skills from the Foundation Milestones across a range of skills required for this outcome.

- Accepts or rejects in response to concrete stimuli, objects, people and activities.
- Indicates preferences in response to concrete stimuli, objects, people and activities.
- Consistently shows and expresses preference to stimuli, objects, people and activities.
- Communicates basic needs enabling them to be understood by others, e.g. more/again/finished/enough/stop.
- Makes a choice using: Real objects

Within this cohort there was significant progress! All learners improved their skills in showing a preference with varying degrees of support and engagement. Staff observations were that a consistent member of staff, routine and environment supported the learner's ability to predict an activity based on the OOR. When just 1 of these factors changed responses were impacted. The staff member was a significant cue to the attachment of meaning to an object. This has reminded staff of the high frequency required to support learning in this area. OOR should be presented throughout a session every time staff use the word, and not just to introduce the activity. It needs to be taught by all staff in a similar way throughout the day. Almost all learners were assessed against new skills showing progress through the milestones under these learning conditions.

**Next Steps: (Same next steps as the Pre-Early Group)**

- Staff have identified MGS as an area of development.
- High frequency of OOR throughout the day and within activities (not just to introduce an activity).
- As we develop our responsive planning learners will have more opportunity to take part in activities of their choice. OOR will be more relevant and meaningful as they are used to signify an activity and not just a location (i.e. toilet).
- This will not be a priority next session, but will remain part of our improvement agenda through focus groups.

**Priority 4 – Focused Priority – All of our school leavers 2023 will experience a ‘college’ day where they will have the opportunity to generalise up to 10 abilities in preparation for transition. This provision will be run by school staff ‘off campus’ with a wider group of peers.**

NIF PRIORITY: Placing the human rights and needs of every child and young person at the centre of education; Improvement in skills and sustained, positive school-leaver destinations for all young people  
 NIF Drivers: Parent/carer involvement and engagement; School and ELC leadership

HGIOS4 1.3 Leadership of change; 2.6 Transitions; 2.7 Partnerships; 3.1 Improving wellbeing, equality and inclusion; 3.3 Increasing creativity and employability  
 UNCRC article 3, 23, 29 and 31

Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	
---	----------------	--	--------------------	--	-----------------------------	--

**Progress:**

There was an initial consultation with Fife Community Services to see if they could support an off-campus location as a base. The team were very helpful and supplied us with a base at Overton Mains Community Centre. This is a fairly newly renovated resource and had all the facilities we required including a kitchen area where we could prepare snacks and lunches. There was no charge to the school allowing funds to be spent on travel, activities and resources.

Creating a programme for the day was more challenging than first thought. The weather, administering medication, closures and transport all had to be considered as staff collected learners from their home and had no access to school facilities all day.

Links were made with current adult services and Nourish worked alongside school staff in meeting the needs of the group in the afternoons.

Families supported transport arrangements for drop off and pick up where possible.

Families reported feeling very anxious about their young people leaving school and felt they did not have the information they needed to support transition. School started a Parent Engagement project and developed a SWAY to support families. This group has started networking with adult providers and developed relationships that we hope to build on over the next 2-3 years.



## Transition to adult services

Transition can be a daunting time for families, as we can see from the word cloud above that captures the feelings of our current leavers.

[Go to this  
Sway](#)

### Impact:

All learners (3 leavers) have successfully taken part and, as envisaged, experienced one day per week (from October onwards) entirely out of school. Individual assessment has taken place relating to each participating learner and much of this information has been fed back to parents. Parents of all learners have reported that the impact on their young person has been very positive. Learners were very happy to be met by staff at home and one learner in particular who has recently struggled with attendance at school, was very keen to attend. As envisaged, various potential difficulties have been identified and overcome. We used the 4 capacities to highlight relevant skills relating to each learner. Once the Out and About programme had begun, it became apparent to us that it might be of greater value to us to compile an individual observation report for each learner outlining the most striking information which was of relevance in each case.

### Next Steps:

- Next session we hope to continue the Out and About programme with our final year leavers. We are very aware that this needs to be addressed once again entirely from scratch to make it suitable for each individual participant. We are also aware that this year we had a very homogenous group of children, able to enjoy similar activities and benefit from similar venues. We have learned a lot this year and are aware, for example, that it is not permitted for us to take more than one wheelchair on a bus. (We were lucky this year in that we were able to collapse one wheelchair and seat the user on the bus.) We also intend to discuss the possibility of extending the programme to all senior school pupils, though we are aware that this may be problematic in some respects.
- We will continue to develop the transition resource and network with adult providers. As we learn more about these resources, their capacity and future plans we will be better equipped to identify a service. This in turn will impact on the community learning programme offered in our senior phase.





## Attainment of Children and Young People

### Attainment for N4-S3 Pupils 2022-23: Long-Term Targets Achieved Lit/Num/HWB

	Room 1 N4 – P3	Room 2 P3 – P7	Room 3 P5 – S1	Room 4 S1 – S3	Totals
Targets achieved	12	20	15	17	<b>64</b>
Targets Partially achieved	5	10	7	6	<b>28</b>
Targets not achieved	1	0	2	1	<b>4</b>



**Number of National 1 Units Achieved 2022-23**

4 Pupils Presenting and Achieved								11 units in total						
Skills Area														
Communication	Number Skills	Food For Health	Food Preparation	Independent Living Skills	ICT	Life in Another Country	Music	Creative Arts	Performance Arts	Personal Development	PE	Practical Craft skills	Science	RME
3	2				1			2	1	1	1			

**Number of National 1 Units/Personal Achievement Awards Each Pupil Passed June 2023**

Number of National 1 Units passed	1	2	3	4	5	6	7	8	9	10	>10
Number of Pupils	1		2	1							
Number of Personal Achievement Awards passed	1	2	3	4	5	6	7	8	9	10	>10
Number of Pupils	1		1	1							

## Post School Destinations June 2023

There are 3 leavers this session

	Fife Day Services	Scottish Autism	Personal SDS arrangements	College	Mixed Services	Bespoke Service supporting from the home	Real Life Options	Other
No of pupils	0	0	0	0	0	3	0	0
Placement Hours/Days						2 x 18hrs 1 x 30hrs  <b>NO SERVICE PROVIDER OR SDS HAS BEEN IDENTIFIED</b>		

### Evidence of significant wider achievements

#### Drake Music

<https://youtu.be/XKoSKNIqxmA> - Arnas piano Drake music



Drake music have supported 2 of our learners to play the piano using Fingernotes.

A member of staff will continue this and Arnas will be presented for a Piano accreditation using this system.



Learners enjoyed cross class music sessions and interacting with unfamiliar people.

**Arnas also attends Sinclairtown Primary for sessions on a Friday to improve his peer communication and social understanding.**

## **Friday Family Fun sessions**



We achieved our Bronze RRS Award and developed sessions as part of our plans towards silver accreditation.



We used our self-esteem guidelines as a basis to ensure we were delivering on the UNCRC. Staff all received training and identified areas of improvement, one of which was access to clubs. We started Friday Club opportunities across the school. Families are now invited in *every week* to join sessions. This has been a huge success and we plan on expanding this next session.

Families have reported enjoying coming into school, and our learners now know they are here to 'stay and play'. Learners who have not coped with family visiting in the past have made significant progress and everyone enjoys seeing parents, grandparents and aunts/uncles in school.

## **School Prom**

We had our first school Prom this year. This was an opportunity to share the achievements of our leavers group.

Families had an opportunity to browse our displays on SQA accomplishments, DYW activities and Out and About Days. We are very proud of their achievements in school and in the community. We plan on expanding our community learning opportunities next year to impact on our Positive Destinations.





### **Driving Test!**

Congratulations also went to Logan Reid for passing his SMART wheelchair driving test!

Logan has now ordered his very own power chair and we await its arrival in anticipation. This will give him the freedom he needs to access the curriculum and carry out tasks independently.

[VID-20230619-WA0002.mp4](#)



### **SQA Verification**

Our SQA National 1 courses were verified in Feb 2023. We received a **Very Good** for our evidence. The report commented:

#### **No.5 Good Practice**

The centre presented excellent evidence for verification. All units followed a consistent template, which was well organised, relevant and of an excellent standard. This consistent approach to recording and presenting candidate evidence made verification very easy.

## **Staff and Family feedback**

We asked our staff and families for feedback on school improvement and were very pleased to read some of their comments:

**All families responded 'All of the time'** to the following:

- My young person likes coming to school
- Rosslyn school has a happy ethos and I feel welcomed when I visit
- I have a good relationship with the class teacher
- Communication with the school is good
- I am enjoying using SeeSaw for daily communication
- I have confidence that the staff have the expertise they need to ensure my young person is challenged in school
- I have confidence that the rights of my young person are respected and that their dignity and self-esteem is a priority
- I feel able to call and speak to Jackie and know that my concerns will be actioned
- The school supports our needs as a family in a holistic way (not just educational needs)

## **Staff Comments:**

Staff reported that interactions with learners is what gives them the greatest satisfaction. They enjoy working in teams with the same goals in relation to outcomes for learners. Overall staff feel valued and their ideas and feedback is taken on board.

## **Learning Partnership/Extended Learning Partnership/Subject Review/3.1 Review/DAS Review Strengths and Areas for Improvement**

### **Strengths identified:**

Routines differentiated for all learners across classes

Elements of choice making through activities/timetables supported by staff using a variety of communication aids

Interactions between staff and learners were consistently very good, nurturing, and sensitive across all classes

All staff are responsive when learners require a change/break

Most activities were relevant and meaningful

Staff are skilled in responding and redirecting when learners become heightened

High expectations of learners - consistent scripts, expectations reinforced

*"Promoting independence- I was blown away by the level of independence observed"*

Consistent use of visuals: Photos – Hello Time/PECS/Symbols/Visual Timetables

*"Clear understanding of timetable symbols"*

Staff use multi-sensory approaches to scaffold support as appropriate

Some learners are supported in interacting with other learners – say hello, shake hands

Time-out strategies are taught and used effectively as appropriate

Extended scripts for activities such as group work/music time to support learner engagement

Signing integrated throughout – Signalong

Learners encouraged to sign

Sentences scaffolded by visuals/language – "I want", "For lunch I want" as appropriate

Literacy threaded through music, everyday interactions, daily routines

Learners nurtured, safe, involved in decisions in class

All staff demonstrated self-esteem guidelines and learners are happy and engaged in learning

Almost all learners are aware of routines and expectations

Transition information and 'Out and About'. All leavers have had a positive experience this year and have generalised skills identified in their profiles

Parental Engagement Group are engaged and motivated – Families reported that their young people have shown great enthusiasm for the 'Out and About' day and have been motivated to go. Families continue to help develop a school resource that will inform other families as their young people enter the senior phase

All staff spoke well about the test of change and potential impact going forward into next session.

## Areas for Improvement/Planned Next Steps

Focus on MGS to support instructions/requests – up the frequency and opportunity to use on body signing to support more complex learners  
Plan for frequent use of OOR throughout the activity – *the more I see it the more I will make the link*  
Pace and challenge for learners working at Early Level – ensure there is new *learning* not just new tasks  
Purpose to activities – value or motivation? Ensure learners are using movement equipment for a purpose (from their perspective)  
Peer relationships – Increase opportunities as appropriate – continue to develop links to address any shortfall in social interactions

Test of change – Take this forward into next year's SIP

2023/24 Priorities:

- Responsive planning across the school and impact on attainment within the BGE
- Child led play N3 – S3
- Rights Respecting School – Silver Award
- Continue to develop senior phase transition building on the 'Out and About' day

## PEF Evaluation/Impact 1

### Targeted Interventions

- All learners continue to require de-sensitisation to using a salon, use of equipment, hairstyling/shaving and trimming and cutting. Also, within this group are learners who would not be able to go to a salon due to financial or social issues.

### Progress:

Sharon continues to visit and support learners on a Tuesday and Thursday morning.  
Sharon supports with 1:1 sessions, as well as some group sessions.  
Each learner has an observation scheduled and are coded in relation to compliance for activities/use of equipment.  
We had hoped to get families involved and Sharon was going to deliver a session. We will carry this forward to next session.  
There will also be more of a focus on transitioning these skills into the community.

### Impact:

#### Hairdressing Salon Data – April 17<sup>th</sup> – 23<sup>rd</sup> June 2023

All 27 learners attend the salon weekly on either a Tuesday or Thursday morning. Over the last term there has been a 59% improvement overall in learner's ability to cope with entering the salon and getting their hair brushed, styled or cut.

Of the 3 boys who are shaving, 2 have reached a level of being unconcerned (green) to the experience with 1 still distressed (red). As there are more boys who will require shaving in the future, extra emphasis will be put to this next term, using a variety of shavers (foil and rotary) and products to identify their preference.

Five learners have achieved remarkable improvements in their ability to deal with getting their hair brushed and styled. Daniel, Wiktor, Chloe, Lucy and James. These learners have gone from being distressed (red) to mainly unconcerned (green).

There will be additional focus next year on ones who are still struggling with entering the salon and getting anything done to their hair. Lewis in particular along with James and Kayla who will be given longer appointment times or additional ones. Kayla has improved greatly in getting her hair brushed and plaited and although this is done in her classroom she makes the choice to come to me to get her hair done and has in the majority of cases done this, however she is still distressed (red) when it comes to getting her fringe trimmed. Next term will endeavour to increase her visits to the salon.

Of the learners who are in general unconcerned (green) with their visits to the hairdressers, more emphasis will be put on wearing a gown and also waiting for appointments as well as more choices as to styles and products available to them.

As well as getting their own hair done they will also have a choice doing styles on a manikin head, including washing, brushing drying and styling with also the opportunity of shaving beards being available.

## PEF Evaluation/Impact 2

### Targeted Interventions

- We target a group of 6 – 8 learners termly who require rebound therapy in order to improve their physical wellbeing or communication skills, (this is personalised).

### Progress:

Each learner had a target in relation to each area within rebound. Initially we were going to focus on one aspect, however they were all interrelated. All learners in this target group benefited immensely from sessions after school. Physio advised not to use the Winstrada scale therefore progress was led by observations and dialogue amongst the group. The therapists adopted a responsive approach as they supported the learners to progress through the skills.

#### Week 1 –

Freddie would move/lift his legs his legs quiet a lot meaning he would wobble out of sitting position.

Been very happy on the trampoline, sitting supported with a member of staff, encouraging him to keep legs flat and hands by side.

#### Week 3 –

Freddie has been using his core strength today while in a sitting position, he was reaching for bubbles

#### Week 2 –

Freddie has been doing a lot better to stay in a sitting position, keeping legs flat and hands by side. Enjoys bigger bounces with a member of staff, meaning he must keep core strength

**Impact:** Observations were evaluative and informed next steps ensuring there was progression and learners achieved their targets.







All learners progressed in their communication, balance, postural mechanisms, and muscle tone. This has impacted on their overall attainment tracked through the Foundation Milestones and Pre-Early Milestones. Freddie in particular has made significant progress through the Functional Movement Milestones due to all school activities, including Rebound Therapy.

### PEF Evaluation/Impact 3

#### Targeted Interventions

- We have a target group of 6 learners initially who either require development of their digital skill using switches, or have the potential for assessment of independent mobility.

#### Progress:

We created a working group to build capacity across the school.

The group have started some simple training videos for staff.

We are looking at cause and effect technology that can be used with the track, and hope to build a greater resource. Currently we have bubble machines, lights and fans.

We had identified a PSA against this development weekly to support staff. Unfortunately, this staff member ended up supporting absence across the school.

#### Impact:

2 learners are now using our school power chair to learn to joystick drive and have a proficiency checklist.

1 of those learners has passed his proficiency test and awaits his own power chair.

1 learner has made significant progress on the Drive Deck and can use 2 switches with different effects moving forwards/backwards, forwards/turn, and left/right. She is using the deck to take part in P.E. sessions and to visit the library on campus.



3 other learners have started using it to create effects and were making good progress using 1 switch to 'go' on a timed setting. Unfortunately, we have had a problem with the charger and it is currently awaiting a repair.

School/Setting Name: Rosslyn School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation (since August 2022)
1.3 Leadership of change	4 Good	4 Good	4 Good	
2.3 Learning, teaching and assessment	4 Good	4 Good	4 Good	
3.1 Ensuring wellbeing, equity and inclusion	4 Good	4 Good	5 Very Good	
3.2 Raising attainment and achievement	4 Good	4 Good	4 Good	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation (since August 2022)
1.3 Leadership of change	No ELC	3 Satisfactory	4 Good	
2.3 Learning, teaching and assessment	No ELC	4 Good	4 Good	
3.1 Ensuring wellbeing, equity and inclusion	No ELC	4 Good	5 Very Good	
3.2 Securing children's progress	No ELC	4 Good	4 Good	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2020 -2021	2021- 2022	2022-2023
Quality of care and support	No Inspection	No Inspection	No Inspection
Quality of environment			
Quality of staffing			
Quality of leadership and management			

Headteacher: *Jacquelyn Urquhart* 22/6/2023

