



# Rosslyn School Improvement plan 2024 – 25



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# Rosslyn School Background Information



- Rosslyn School provides specialist education to meet the needs of learners aged 3 to 18 with complex additional support needs.
- The school is part of Windmill Community Campus and has access to campus facilities including the library, café (The Street), and Viewforth classrooms including the P.E. department.
- We have 5 classrooms all with the highest quality facilities built in, including an early years provision.
- Class groupings are in age; P1 – P3, P3 – P5, P6 – S2, S2 – S4, S4 – S6 with approximately 6 pupils in a class.
- Teachers plan in line with our curriculum rationale ensuring that learning experiences are relevant, motivating, and engaging.
- Our location gives us good access to the surrounding community to develop learning opportunities including; supermarkets, shops, café's, community swimming pool, woodland walks, parks and play facilities.
- Planning for all our pupils in Rosslyn is personalised and differentiated to meet the needs of learners. Progress is tracked and reported in line with Education Scotland Milestones for Complex Learners and the Benchmarks.
- Pupils 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 pupils to follow a bespoke timetable with a balance of personal targets, BGE entitlements or SQA courses, and health needs.
- SIMD profile - At Rosslyn we have 21 families in SIMD 1 to 3: 5 families in SIMD 4 to 5. None of our families are above SIMD 5.

# 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.



### Motivation

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

We celebrate and share our achievements.

## Rosslyn School Values



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



### Trust

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



### Positivity

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

### Looking inwards

Self-evaluation highlighted 3 key priorities 2023 - 26:

Develop our play pedagogy, understanding of schemas, provocations, and possible lines of development

Develop planning mats for child led or interest based activities capturing the BGE and milestones

Develop DYW opportunities and pathways leading to likely destinations

Pilot new Fife tracking tool for complex needs - Progress

### Outwards

Visit ELC provisions within the SEIC/Nationally using NCNN networks

Create a network across Fife to share ideas and pathways into adult services

HT part of the Fife Health and Partnership redesign group

### Forwards

Develop the delivery of our BGE offer using the interests of the learners, ensuring engagement and building on prior learning across the curriculum

Develop our DYW opportunities in the senior phase creating partnerships with local business as appropriate

Develop a senior phase programme that mimics likely destinations, personalising this for our leavers.

Track learners across all areas of the curriculum to be able to clearly identify 'gaps and gifts' 3-18y.









# UNCRC – Silver Award

**Phase 1 completed 2023-204 Phase 2 is now underway with phase 3 planned next session.**

- Curriculum Rationale to be adapted to ensure it incorporates how RRS and the UNCRC is embedded throughout our school and the curriculum.
- Use of school app – Sharing article of the term, RRS updates. The RRSA Coordinator and HT will share this relevant information on a termly basis and in response to school events.
- Displays – linked to current termly rights. The RRSA Coordinator will develop the displays in conjunction with class teachers termly. Displays should evidence how learners and school community have brought about change or development to the school through a voting system. Where possible displays will be multi-sensory and interactive (use of QR codes).
- We will develop a system so staff and learners can vote on what happens in the school.  
For example, a choice of equipment/resources to buy.
- Look at fundraising and developing awareness for 1 local children's charity and 1 global children's' charity. The charities will be decided using a polling system which involves the school staff in term 2. A fundraising lesson linked to RRS will then be planned for the whole school by the RRSA coordinator. This will be delivered throughout a school term, leading to an event at the end of the term, ensuring the experiences are effectively embedded. Thus developing the skills and learning for our learners in the most appropriate way, over a period of time whilst creating an awareness of specific charities.

**Led by Helen Mead CT**



# Pupil Equity Fund 2024 – 2025

- Continue Hairdresser – Accessing the community (small target group)
- Class child-led resources
- Access to activities off campus; Bus drivers – 3 staff to be identified
- Assessment support

All learners across the BGE should have the opportunity to learn through activities that interest them, and in accordance with their age and stage. Resources must be accessible and inclusive as well as age appropriate as you move through primary to secondary stages.

Expected Impact	Interventions Planned	Measures of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<ul style="list-style-type: none"> <li>This will impact learner engagement and participation which will be reflected in our responsive planning.</li> <li>Interaction and preference skills will improve as learners have the literacy skills they require to engage in motivating activities.</li> <li><i>Link to SIP priority; Child-led approaches</i></li> </ul>	<ul style="list-style-type: none"> <li>Research inclusive resources and visit other settings to get ideas.</li> <li>Each trolley will have language boards in text, symbols, photographs and objects. These will be further supported for staff with signalong and MGS prompts.</li> <li>Staff groups across stages will work on in-service days to develop the resources for 2 trollies each. They will then be responsible for the maintenance and upkeep of resources.</li> <li>Audit of current whole school resources.</li> </ul>	<p><b>Pupil Voice</b> – Learners will show how they feel about the activities and resources offered through engagement and participation.</p> <p><b>Observations</b> – Staff will feedback to the working groups through late night sessions.</p> <p><b>Data</b> – Responsive planning information will evidence learner engagement and achievement through the milestones, benchmarks and levels.</p>	

A small target group of approx. 8 learners continue to require de-sensitisation to using a salon, use of equipment, hairstyling/shaving and trimming and cutting. *(Final year of this intervention)*

Target group of 4 for transitioning to community hairdresser.

Expected Impact	Interventions Planned	Measures of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<ul style="list-style-type: none"> <li>Salon desensitisation trackers will evidence progress within the hairdresser experience for a small target group of 8.</li> <li>4 learners will transition to using a community hairdresser.</li> <li>Families will be involved in the transition to ensure sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>Hairdresser visits twice weekly</li> <li>Development of hairdresser passport and use in the community.</li> </ul> <p>Transition from: In school with Sharon Community hairdresser with Sharon Community hairdresser with Sharon plus a parent Removal of Sharon from sessions</p> <ul style="list-style-type: none"> <li>Termly update within the newsletter for families to share success.</li> </ul>	<p><b>Data</b> from tracker – weekly to assess tolerance, (other factors are taken into account when making assessments i.e. mood/health etc.)</p> <p><b>Observations</b> and photo evidence from hairdresser and staff.</p> <p><b>People’s Views</b> Staff and family feedback.</p>	

Access to activities off campus to provide an opportunity for application of learning in exciting and new contexts for learning.

Expected Impact	Interventions Planned	Measures of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<ul style="list-style-type: none"> <li>All learners will be able to have opportunities to generalise skills in a variety of off campus activities that enhance motivation and learner engagement at least 1 am or pm session in the week.</li> <li><i>Link to both SIP priorities; child-led learning and likely destination pathways.</i></li> </ul>	<ul style="list-style-type: none"> <li>3 staff to be trained and obtain the D1 licence.</li> <li>Staff will then be able to access Fife’s MiDAS course for minibus driving.</li> <li>Each class should have access to a driver.</li> <li>PEF will pay for a driver for trips in an ad-hoc basis till drivers are in place.</li> </ul>	<p><b>Data</b> – Generalisation of skills in learners' trackers should increase.</p> <p><b>Observations</b> – Learners will develop their skills within play to explore and learn in real life situations.</p> <p><b>People’s Views</b> –  Feedback from staff and families.  Pupil Voice – UNCRC advocacy group feedback.</p>	

# Pupil Equity Funding Projected Spend



**School: Rosslyn School**

PEF Allocation 2024/25: £25,725  
 Carry Forward - £2,848  
 Total £28,573

Hairdresser HWB		
Category	Brief Description	Cost
HWB	Salon sessions Professional hairdresser 2 half days – focus on moving to a community hairdresser – this may bring additional costs.	£6000
		£6,000 total

Child-led approaches		
Category	Brief Description	Cost
Play resources	Development of resource trollies with age appropriate resources and communication boards.	£2,000
PSA Aug – Dec 2024	Support assessment of new pupils.	£12,000

Inclusion		
Category	Brief Description	Cost
Equity and Inclusion	D1 licence for 3 staff to allow them access to Fife’s MiDAS driver training.	£3,000
PEF PSA staff ad-hoc	Target senior class while drivers complete training	£500



**Amount of spend planned : £23, 500**

**Unallocated Spend : Staffing costs to carry to Aug 2024  
 Approx. £5,000**