

Rosslyn School Improvement plan 2024 – 25





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Developing Play Pedagogy in the BGE (3-year plan; phase 2)

Pathways that lead to likely destinations (3-year plan; phase 2)

Tracking – Pilot moving to 'Progress'

- RRS Silver Award
- PEF Plan; Class interest based resources, Hairdresser HWB, Access to off campus activities (Bus driver D1 licence); PSA staff Aug Dec 24 to support assessment
- PEF project spend







- 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 1courses 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.

Rosslyn School Values



Zinomiii Carro

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.



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.

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.

Education Directorate Improvement Plan: Equality and Equity and Achievement

Focused Priority – Develop child led or interest based approaches throughout the BGE. Create 'maps' to evidence coverage of the curriculum for learners within each class, personalising this with a focus on engagement.

Develop understanding of schemas and possible lines of development to plan for provocations within play to enhance our child-led approach.

HGIOS4 and HGIOELC 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment; 2.4 Personalised support; 3.2 Raising attainment and achievement UNCRC article 3, 23, 29

attainment and achievem	ent UNCRC article 3, 23, 29			
Expected Impact	Strategic Actions Planned	Responsibilities	Measures of Success	Timescales
All BGE learners will:Communicate preference in response to a range of interest	 Looking Outwards Staff will visit other complex needs settings to engage in professional dialogue and carry out observations. Professional Learning 	All BGE teachers	Responsive planning will capture individual achievement and progress through the milestones.	Monthly/termly
based opportunities.Develop a personalised play-based programme	 Staff will use collegiate time and in-service days to develop class curriculum maps to evidence coverage of the curriculum. 	Led by Megan	Staff observations / dialogue will lead directly into next steps in a timely way.	Daily/weekly
with a focus on participation and engagement.	 Lynn Berry and her team will support staff in understanding schemas, PLODs, and provocations. Teachers will work collaboratively to develop our 	Davidson P3 – 5 teacher	Data - Tracking will capture significant changes in progress through the	Termly
 Experience progressive learning opportunities across all areas of the curriculum within their personalised programme. Progress within the 	 pedagogy of child led, or interest based learning. There will be a focus on <i>how</i> we deliver personalised interest based learning as a class. Planning Teachers will identify Es and Os for each activity within the session and track these for individual learners. Teachers will moderate planning to agree standards 	Lynn Berry PT ELC	milestones and levels. Learning Partnership will focus on observing child led learning and feedback on learner engagement and participation, peer interactions and staff	March 2025
social stages of play.	and expectations for this approach.		support. Social stages of play will be tracked at the start and end of the school year.	Aug/Sept 2024 April/May 2025

Education Directorate Improvement Plan: Equality and Equity and Achievement

Focused Priority – Use complex needs milestones and benchmarks for all curriculum areas to measure progress and achievement across the BGE using a range of assessment evidence to inform professional judgement.

HGIOS4 and HGIOELC 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment; 2.4 Personalised support; 3.2 Raising attainment and achievement UNCRC article 3, 23, 29

support; 3.2 Raising att	tainment and achievement UNCRC article 3, 23, 29			
Expected Impact	Strategic Actions Planned	Responsibilities	Measures of Success	Timescales
 All staff will plan for and track learner progress across the BGE and use assessment evidence to support professional judgement. All BGE learners will have a personalised, responsive plan 	 Tracking and Monitoring All staff in liaison with HT will develop their understanding of the Progress framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual learners. Moderation HT leads on the NCNN for moderation. Teachers will be involved in developing resources for moderation and in dialogue sessions with colleagues to build confidence in teacher judgements and agreed standards. 	Led by HT All staff Led by HT All staff	Data Data of achievement for all 8 curriculum areas. Development of a tool that tracks all 4 areas included in the current system: Skills, Types of Support, Continuum of engagement and Stages of Development. People's Views Feedback from all staff	Pilot starting in January 2025 with a schedule of August 2025 for delivering across the authority
based on robust	Reporting		Feedback from families	
tracking evidence across the curriculum focussing on their skills and interests.	 Staff already use a SWAY format for annual reports. This includes achievements within Lit, Num and HWB. It also includes a section on 'learning through' which highlights curriculum areas taught through play. Wider achievement is reported through the 4 capacities. This will be redesigned to reflect achievement through all 8 curriculum areas. 	Led by teachers' group	Pupil Voice captured through UNCRC Advocacy group. Observations Classroom observations linked to the QA calendar. Peer observations/ moderation visits and feedback from the teachers group.	

Education Directorate Improvement Plan: Equality and Equity and Positive Destinations

Focused Priority – Develop pathways for **individual learners** based on likely destinations starting in S4 using the senior phase 3-year planner and PCP.

Collaborate across Fife to improve enhanced transitions and positive destination for leavers.

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

Expected Impact	Strategic Actions Planned	Responsibilities	Measures of Success	Timescales
 Learners will have the opportunity to experience a personalised pathway in preparation for likely destinations. Transitions will start in the summer term as services are identified earlier due to enhanced transition information as a result of the 	 Collaboration Strategic action group with members from other special schools initially. This may be part of the cluster improvement plan. Further develop our links with partner agencies and continue to develop our transitions Policy/Resource (SWAY document) Partnership Working 	Jackie Urquhart HT	Data will evidence an improvement in positive destinations with improved timelines for transition. (Since 2022/23 only 20% have left school with an enhanced transition). People's Views Feedback from families and staff.	June 2025 Sept 2024 June 2025
pathways. • As appropriate learners will have a 'work experience' opportunity within the senior phase.	 Work alongside the DYW teacher across the special schools to develop a model for Rosslyn. Curriculum Rationale Curriculum rationale will reflect a coherent curriculum 3-18 years from BGE – SQA – Destination Pathways. 	Andy Brison CT to work with DYW teacher	Feedback from adult services LP will focus on feedback from SQA (this year) to include progression to new likely destination pathways.	March 2025

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.

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
 This will impact learner engagement and participation which will be reflected in our responsive planning. Interaction and preference skills will improve as learners have the literacy skills they require to engage in motivating activities. Link to SIP priority; Child-led approaches 	 Research inclusive resources and visit other settings to get ideas. Each trolley will have language boards in text, symbols, photographs and objects. These will be further supported for staff with signalong and MGS prompts. 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. Audit of current whole school resources. 	Pupil Voice – Learners will show how they feel about the activities and resources offered through engagement and participation. Observations – Staff will feedback to the working groups through late night sessions. Data – Responsive planning information will evidence learner engagement and achievement through the milestones, benchmarks and levels.	

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
 Salon desensitisation trackers will evidence progress within the hairdresser experience for a small target group of 8. 4 learners will transition to using a community hairdresser. Families will be involved in the transition to ensure sustainability. 	 Hairdresser visits twice weekly Development of hairdresser passport and use in the community. Transition from: In school with Sharon Community hairdresser with Sharon Community hairdresser with Sharon plus a parent Removal of Sharon from sessions Termly update within the newsletter for families to share success. 	Data from tracker – weekly to assess tolerance, (other factors are taken into account when making assessments i.e. mood/health etc.) Observations and photo evidence from hairdresser and staff. People's Views Staff and family feedback.	

Methodology)

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

All learners will be able to have opportunities to generalise skills in a

Expected Impact

- 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.
 Link to both SIP priorities; child-led learning and likely destination pathways.

Interventions Planned

3 staff to be trained and obtain the D1 licence.

- Staff will then be able to access Fife's MiDAS course for minibus driving.
- Each class should have access to a driver.
- PEF will pay for a driver for trips in an ad-hoc basis till drivers are in place.

Measures of Success (Triangulation of Evidence/QI

Impact on learners

Ongoing evaluation

Dec/June

Data – Generalisation of skills in learners' trackers should increase.

Observations – Learners will develop their skills within play to explore and learn in real life situations.

People's Views – Feedback from staff and families.

Pupil Voice – UNCRC advocacy group feedback.

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
НWВ	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

