



Rosslyn School

Standards and Quality Report 2023 – 24

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.

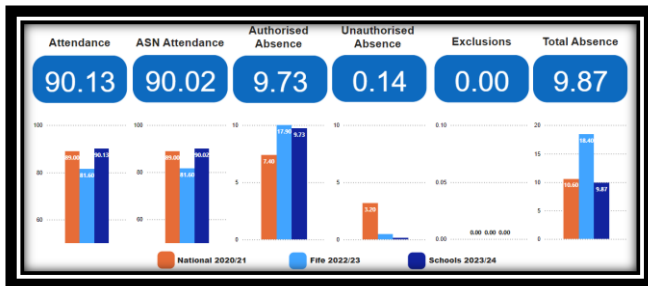


Positivity

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 29 learners aged 4 to 18 with complex additional support needs.
- There are 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 only 1 learner under 5 years. Our ELC curriculum reflects the guidance set out in 'Realising the Ambition Being Me'.
- 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.
- Attendance 2023/24 – Attendance 90.13% Above the National and Fife Schools average.
Authorised absence 9.73% and 0.14% unauthorised



- £25, 725 PEF allocation
- All learners have FME (Free School Meal Entitlement) as Rosslyn is one of Fife's Enhanced Support Provisions.
- At Rosslyn school we recognise the need to reduce the cost of the school day. Currently there is no charge for school trips (including the residential trip which is charity funded every 2/3 years); No charge for lunch or snacks; No charge for clubs, activities, or resources; Discounted uniform that is stocked and ordered from school.
- SIMD - At Rosslyn we have 12 families in SIMD 1 and 2; 1 family in 3; 10 families in 5 to 7; and 4 profile families in 9 to 10.
- The Promise – At Rosslyn school there are a small number of care experienced pupils. This group all have over 98% attendance and are making good progress within their personal learning plans.

Improvement Priority Session 2023 – 2024

Priority 1 – Focused Priority – Play pedagogy and responsive planning.

We plan on developing a more child-led approach throughout the BGE (21 in this group). This will look different as learners progress through the stages. Differentiating contexts for learning as well as success criteria to meet individual needs.

Directorate Improvement Plan

Equality and Equity
Achievement

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 HGIOELC Securing children's progress

UNCRC article 3, 23, 29

Has this priority been:

Fully
Achieved



Partially
achieved

Continued into next
session

Progress:

In-service Aug 2023 – Launched play approach to all staff – JU

CPD - Ruth Munro delivered staff training on the importance of play and stages of play November 2023.

Teachers developed a personalised planning format that captured our holistic and responsive approach by Oct 2023, redesigning the PLP.

The special school collaborative met to agree the guiding principles of PLP planning, and acknowledged that schools could create a document unique to their context.

Curriculum Rationale was updated to reflect our approach in the BGE in May 2024. This was shared across the National Complex Needs Network (NCNN) and feedback was very positive.

In-service session for staff delivered by Gemma Lynch (parent and ELC practitioner). Focus on schemas and possible lines of development. Feb 2024

'Design Thinking' approach used throughout the year and during learning partnership. Focus on learner experience. Staff have developed an appreciation of developing contexts for learning based on learner interests, moving toward a more child-led approach for parts of the day.

Staff have developed play trollies for messy play, water play, construction, movement, music, and art.

Each trolley has core board language, and we are developing sign along and MGS boards for each trolley. Staff then have the tools to respond to learners within the language they need for play activities.

All learners in the BGE now have a PLP that is based on a responsive approach. Staff record significant observations, and these inform teacher judgements. Teachers then set next steps for areas of the milestones that are 'open' for each learner. Trackers are updated in response to achievement. This may be monthly for a minority of learners, but is at least termly for all learners.

Impact:

All BGE learners have made progress through the milestones with varying levels of engagement, types of support and stages of development.

All BGE learners are tracked in a responsive and timely way with next steps set in response to significant observations. This has ensured that pace and challenge is personalised and impacted on learner achievement.

The majority of learners have also accessed an additional level for particular organisers. For example, they may now be tracked in Early level literacy, but only for listening and talking.

All BGE learners have participated in more play-based sessions daily. A few have developed their ability to move through the social play stages and have greater peer awareness.

Associative



Solitary



Parallel

Learners are moving through the social stages of play and developing greater peer awareness.



Next Steps:

Further develop play trollies.

Develop BGE and Milestones 'Maps' for play activities. Starting with the current 10 high frequency play activities: Messy Play, Sand and Water play, Art, Music, Movement, Construction, Digital play, Role play, Table games, and Life skills (change termly).

Develop staff's understanding of schemas and observation skills identifying these during child-led sessions to improve learner engagement and participation.

Develop staff's understanding of possible lines of development and provocations to enable learners to make progress through the milestones.

Priority 2 – Focused Priority – All senior phase learners from S4 – S6 will have a part time school and part time community-based curriculum with activities focussed on health needs, social skills and continued learning opportunities.

Directorate Improvement Plan

Equality and Equity
Positive Destinations

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: Carried forward from last session.

One S6 and two S5 pupils attended 'Out and About' for a full day in the summer term. Equipment, including a mobile hoist, was put in place at Overton Mains Community Centre for personal care and to allow wheelchair users to take part in a floor activity in the afternoon, thus giving a positional change.

Overall, it was a reduced session on what we were able to offer last year. Factors this year that were not a problem last year included:

Distance from the school.

Number of wheelchair users in the group, (as only 1 w/c user can get on public transport at any one time).

Cost of the community facility, (last year there was no charge).

Reduced hours of one of the participants.

Needs of the class remaining in school required staffing.

Personal care facilities with a hoist were required.

The mobility needs of the group meant they needed a change of position and could not be in their wheelchairs all day.

Value of shopping and making lunch was reduced due to the dietary needs of the group.

HT continues to be part of a multi-agency redesign group for Fife Health and Social Care Partnership. It was hoped that there would be a knock-on effect from the work that this group has been involved in to enhance the senior phase programme. However, this project is also running behind schedule and a small test of change has recently been cancelled.

Impact:

On reflection creating an 'Out and About' model for all senior phase learners **does not** meet the needs of individuals within the group and their likely destination.

From our 2 school leavers this year, one has secured funding to go to Capability Scotland 3 days a week in another local authority. The other has hours secured but no service confirmed yet. Waiting lists can be long and recruitment continues to be a national problem within the care sector.

Only 20% of S6 leavers have had an enhanced transition to a service over the past 2 years.



New kite flying activity was chosen by Morgan and Jack as they enjoy exploring what is available at the local parks.



Our leavers enjoy work related activities. Morgan has created new styles for all the staff, while Wiktor learns to look after a car.



Next Steps:

Work with the newly appointed DYW teacher to build partnerships and voluntary work in the Kirkcaldy area.

Develop a multi-agency group to share ideas and resources across the authority ensuring equity for all. Further develop the Transition SWAY – this was developed by Rosslyn school last year and has been rebranded for the special school collaborative. This way all can share what services offer and what is going well across the authority.

HT to continue the redesign group.

Create pathways based on likely destinations. This will include centre based, community based, a mix of centre and community and DYW.

Further develop the senior phase 3-year planner and PCP to reflect the pathways.

Attainment of Children and Young People

Attainment for N4-S3 Pupils 2023-24

All BGE pupils are tracked using Fife's Complex Needs Milestones Tracker that tracks Foundation Milestones through to First Level for Literacy, Numeracy, and parts of HWB. The detail of these individual trackers also informs staff of types of support, continuum of engagement and stages of development. The information below evidences the progress made as a class. This clearly evidences learners within each group who have moved through the milestones and levels.

	Session 2022/23	Session 2023/24	Key Messages
Class 1 N4 – P3	Foundation – 224	Foundation - 451 Pre-Early Lit – 14	All learners in this group have doubled their capacity within the foundation milestones – the skills required for learning. A small group have also started acquiring skills within Listening and Talking Pre-Early literacy.
Class 2 P3 – P7	Foundation - 463 Pre-Early Lit - 173 Pre-Early Num - 110 Early Num - 4	Foundation - 472 Pre-Early Lit - 230 Pre-Early Num - 148 Early Lit – 42 Early Num - 15	Some learners in this group are making significant progress moving from Pre-Early Literacy and Numeracy to Early level. This supports personalisation of responsive planning which ensures pace and challenge.
Class 3 P6 – S1	Foundation - 199 Pre-Early Lit - 99 Pre-Early Num - 64	Foundation - 431 Pre-Early Lit - 150 Pre-Early Num - 104	All learners working within Foundation Milestones have over doubled the number of skills targeted previously. Learners working within Pre-Early level have also made significant progress learning new skills and developing independence within these.
Class 4 S2 – S3	Foundation - 232 Pre-Early Lit - 68 Pre-Early Num - 48	Foundation - 254 Pre-Early Lit - 86 Pre-Early Num - 67	As learners move towards senior phase staff focus on generalisation of skills in preparation for SQA choices. There is evidence of some progress in learning new skills, however we would expect to see the data on generalisation and independence clearer through individual learner trackers at this stage.

Number of National 1 Units Achieved 2023-24

2 Pupils Presenting and Achieved							4 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
1	1			1							1			

Number of National 1 Units/Personal Achievement Awards Each Pupil Passed June 2024

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






Post School Destinations June 2024

There are 2 leavers this session

	Fife Day Services	Scottish Autism	Personal SDS arrangements	College	Mixed Services	Bespoke Service supporting from the home	Real Life Options	Other – Upper Springlands Perth
No of pupils	0	0	1	0	0	0	0	1
Placement Hours/Days			18 hours agreed No provider Identified					3 days a week confirmed

Evidence of significant wider achievements

We have redesigned our four capacities overview and discuss these at school reviews with families to form the basis of our wider achievements.

		Name: _____ Stage: _____ Date: _____	
			
			
<p>Confident Individuals</p> <p>With Self-respect A sense of physical, mental and emotional wellbeing Secure values and beliefs</p> <p>And able to Practise and repeat tasks Respond to praise in a personalised way Make informed choices Make mistakes and learn from them Communicate their needs and feelings Enjoy interactions Interact with unfamiliar people Anticipate activities and events</p>	<p>Effective Contributors</p> <p>With An enterprising attitude Resilience Self – reliance</p> <p>And able to Take part in tasks and activities to help themselves and others Learn routines Identify where things are/happen Follow rules/instructions Solve problems Be part of a group</p>	<p>Responsible Citizens</p> <p>With Respect for others Commitment to participate responsibly in political, economic, social and cultural life</p> <p>And able to Understand boundaries Have appropriate interactions Follow familiar routines Manage feelings Follow basic social "norms" Be as independent as they can be Show preference and express opinion</p>	<p>Successful Learner</p> <p>With Enthusiasm and motivation for learning Determination to reach high standards of achievement Openness to new thinking and ideas</p> <p>And able to Engage in relevant, motivating and new activities that are personalised Respond to success Maintain focus on a task Know what is happening "now" and "next" Cope with challenge Reach personal goals and fulfil potential Participate in new and unfamiliar activities Cope with change Use skills across contexts Communicate a need for help Understand and accept expectations Use technology to interact, control the environment and make choices</p>

Reports at the end of the year then highlight the success in line with the 'able to' statements identified. For example, if a family have highlighted choice making within Confident Individuals, then there is evidence in this section of the report for their young person to share progress. **This means that all learners have evidence of wider achievement in their school report.**



Residential – Calvert Trust May 2024


This specialist residential centre on the outskirts of Keswick offered Rosslyn school the chance to experience everything the Lake District has to offer in a safe and supportive way.

Highly-trained Calvert staff used their experience and empathy to break down barriers and truly connect with our young people, creating a fun, inclusive environment that gave our group the confidence to try new things. The break included everything our group needed, including food, drink, accommodation and equipment. This expert team carefully adapted a range of outdoor activities around the individuals in the group. This ensured that everyone got the most from their time at the Lakes and gave our group a unique and fulfilling experience that changed our perceptions, exceeded our expectations, and made a positive difference in the lives of our senior school and P7 leaver.

The trip was funded by Cash for Kids who donated the full amount of £5,500, therefore no cost was passed on to families.

One of our families commented:

“We were apprehensive about our young person going on her first holiday without us, not for any other reason than our own separation issues!

Given the choice, our young person was very keen to go, and was very excited about going to Calvert. The opportunities that were available to her to experience were too good to miss. By all accounts, and no surprise, she had a ball, and I’m so glad she went. More great memories made for the album, thank you from the bottom of our hearts ”



Active Schools - Little Zumba

A link with Active Schools this year allowed us to offer a Zumba session to our junior school, joined by a small group from Gallatown nursery. Gallatown pupils had been visiting throughout the year and took part in Book Bug sessions, as well as Rosslyn learners visiting their Early Years setting. Functional movement was a focus for the group, therefore Active Schools supported us in bringing in a Zumba instructor to deliver a session to develop movement in a fun and playful way. 2 wheelchair users joined sessions in supported standing as they wanted to join in with their peers from Gallatown. This social modelling from the group has supported Rosslyn learners in developing their social, communication and movement skills. One of these learners has now been identified for a mainstream link with the P1/2 class at Sinclairtown next year.



Learners take part in dance, weight bearing out of their wheelchairs developing their gross motor and functional movement skills.






UNCRC – Progress towards Silver Award

Further development of our plan towards silver highlighted a few key themes that require actioned prior to our applying for silver accreditation.

Pupil Voice Advocacy Group – We planned to create an advocacy group to represent the views of all our young people. This group will comprise of staff, families and carers and advocacy groups including Kindred and PAMIS. We redesigned our Self-Esteem guidelines under the articles. The first agenda item of the group was to consult on and approve the guidelines. Unfortunately, due to staff absence we were unable to offer this session since January, and will carry this forward again into next years plan. Class groups have used the guidelines to identify 2 or 3 areas of improvement for their class to ensure learners experience their rights on a day-to-day basis.

Our plan towards silver accreditation was split in to 3 phases. We are working within phase 2 and hope to have accreditation next year. *(More information on the phased approach available in the 2024/25 school improvement plan).*



Self-Esteem Guidelines

Our self-esteem guidelines underpin how we support our learners and ensure their rights are at the centre of our practice. The following articles are a focus for us at Rosslyn:

<p>Article 3 Best interests of the child</p> <ul style="list-style-type: none"> Ensure the pace of activities is right for me Praise and encourage me Be consistent in agreed strategies and approaches Tell me what you want me to do and not what you don't want me to do Talk about things that are relevant to my learning 	<p>Article 12 Respect the views of the child</p> <ul style="list-style-type: none"> Encourage me to make good choices Include me in the conversations/messages Introduce people to me Tell me what's happening now and next Be aware of my personal space Support me with changes Help me to take pride in how I look 	<p>Article 13 Freedom of expression</p> <ul style="list-style-type: none"> Respond to me when I am communicating with you Give me plenty time to respond Support and validate my emotions and help me regulate them 	<p>Article 15 Freedom of association</p> <ul style="list-style-type: none"> Let me see my friends and join groups
<p>Article 23 Children with a disability</p> <ul style="list-style-type: none"> Let me help Let me have a go and help me when I get stuck Check that I am comfortable Be discreet when discussing my personal care needs Make me aware that you are going to touch or move me 	<p>Article 26 Health and health services</p> <ul style="list-style-type: none"> Plan to meet my health needs throughout the day Show me you care for me 	<p>Article 28 & 29 Right to Education & Goals of education</p> <ul style="list-style-type: none"> Give me achievable goals Ensure my activities are age appropriate and match my needs and level of understanding Personalise the resources I use Interact with me in a way that is personalised to me Give me opportunities to develop my personality Give me plenty opportunities to experience new things more than once 	<p>Article 31 Leisure, play and culture</p> <ul style="list-style-type: none"> Give me meaningful, relevant and motivating tasks that are fun and engaging Give me opportunities to experience and learn things in different places




Room 2

Article 12

Respect the views of the child

- Encourage me to make good choices
- Include me in the conversations/messages
- Be aware of my personal space

Friday Family Fun clubs have been developed throughout the year. Learners mix across the school, choosing an activity that they like and sharing it with new and unfamiliar people. Once a month families join these sessions to spend time with their young people in school in a relaxed and playful session. Clubs have progressed as learners have been voting with their feet! Messy play and party club continue to be 2 of the most popular offerings. We have also offered construction, cooking and games. Families have reported that they enjoy the opportunity to come into school and spend time with their young people, getting to know staff and building relationships.



Individuals are able to join an activity with learners across ages and stages in a play-based environment. This has developed their ability to spectate and try new things, **or not**, based on their observations of others.



McDonalds have also supported families facilitating a Christmas craft session in their restaurant, allowing families to network away from school. All who attended enjoyed this opportunity and the free coffee!

Consultation with Stakeholders

Partners and families were asked for feedback on their role in school improvement, ethos and life of the school and relationships. We only received a few replies. However, the feedback we did get was very positive.

1	anonymous	From my observations, staff and management within the school create a positive and effective learning environment for all pupils attending the school. They use my specialist service well - with good sharing of information and ideas and a clear vision of what support they are looking from me. It is a very welcoming and positive place to work into.
2	anonymous	Rossllyn is such a lovely school to visit. I'm always made to feel welcome and part of the children's team. All the staff have the children's needs at heart and work so hard each day to meet these. Jackie is a great head teacher and I value the way she manages the child's meetings and MDT meetings.

19. What I love best about Rossllyn School

4 Responses

ID ↑	Name	Responses
1	anonymous	The nurturing ethos that it's felt throughout the school. The relationships between staff and families.
2	anonymous	It's holistic support for my child, they fully know and appreciate him.
3	anonymous	Friendly professional staff that are so caring towards our children
4	anonymous	I appreciate the effort that goes into leading curriculum change and response planning. The best is knowing our child's needs are at the centre of everything.

School improvement and PEF are standing agenda items at all parent forum meetings. Minutes are shared via the School App and email. When asked about involvement all families said they felt as included as they wish to be, or as much as they can, given their other commitments.

Parent wise feedback was again limited. We received only 3 comments which were again very positive with a 94.49% outcome score.

How is SQR, IP and PEF Plan shared with stakeholders?

SQR and SIP including PEF is shared via the school website. A poster that summarises improvement is also sent out to all families and stakeholders via the School App and email.

The end of year SWAY newsletter includes the poster and a link to the SQR.

IP and PEF are discussed at parent forum and families were asked for feedback using FORMS. From the responses, all families said they were aware of school improvement priorities and felt consulted on school improvement.

<https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=FDvjkj74N5AI0zGhBjbsOUBaoFCrwXEY&id=oyzTzM4Wj0KVQTctawUZKRI-rC9eMfxPmXoek0vp02pUOUVVUTdKSFNYTTZPUehVVVpUNVBIMFZDRi4u>

**Learning Partnership
Strengths and Areas for Improvement**

Strengths identified:

Staff relationships and nurturing approaches were reported as being consistently very good across the school.

Communication strategies and approaches are consistent and high quality.

Learners understand and respond to routines, and there is a good level of independence.

Pupil voice was strong across most classes.

Play approaches were observed in the majority of classes.

Use of technology was observed and enhanced engagement.

Positioning and use of equipment support health and access to learning.

Multi-sensory approaches evident.

Good balance of individual and group work.

Staff knowledge of SQA is exceptional. Planning, evidence, and assessment of SQA courses is personalised and robust. There is a clear systematic approach to the learning and teaching cycle.

New PLP is being trialled with a focus on being responsive and setting short term goals.

All staff record significant observations and contribute to tracking and next steps.

Areas for Improvement/Planned Next Steps

Play approaches need to be developed across the school – age appropriate as learners move through BGE.

Possible lines of development to be identified and actioned in a responsive way.

Peer interactions to be facilitated better.

Blend between adult and child led to be considered.

SQA

Further develop transition activities and multi-agency group – This may be part of the DYW offer next session.

PEF Evaluation/Impact 1

Targeted Interventions

A target group of approx. 10 Pre-Early literacy learners will develop their skills in reading for *enjoyment*, and not just for *choice*. There will be a focus on the tools for reading with regular interventions from our Class 1 teacher Gemma Byres.

Progress:

2 staff were identified and worked an additional day every second week. Gemma Byres Class teacher and Kirsty Collier PSA Level 3.

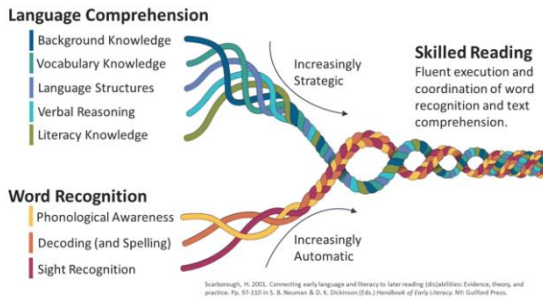
Gemma and Kirsty upskilled and delivered training for all school staff and developed an assessment pack with additional resources for PECS. They initially visited 7, increasing this to 9 learners, every 2 weeks to establish the system and ensure the pace of learning and assessment was appropriate.

Gemma and Kirsty offered a family session on PECS. This was well attended and followed up to ensure there was consistency of understanding between home and school.

Gemma and Kirsty then chose a small group to teach reading skills working with the staff on a 2-fold approach.

Gemma delivered in-service training to all staff on 'reading for all' with the following aims:

THE READING ROPE



Think about the importance of providing meaningful reading opportunities for all learners. Looking at how we learn to read & all of the essential components involved in the teaching of reading. Provide some ideas & resources staff can apply in their classrooms to develop reading. Time to discuss how staff will develop the reading skills of at least 1 learner in their room. Gemma created a 'reading for all' folder on the server for teachers with resources to support staff. Resources are under 4 main categories:

Accessible Books

Language and Comprehension Resources Recommended Reading and Support Tools Word Recognition Resources

Megan Davidson attended the Fife Workshop for Literacy course and will feedback to the teachers group initially on this approach. Megan has also developed her understanding of Clicker 8 and will offer CPD sessions next term for staff.

Impact:

PECS input

	August 2023 <i>Target group of 7 with 2 new learners in Feb making the group 9</i>	April 2024
New	BP, CMcM, AH, SL, FE, SD, AC	
PECS phase 1	TC	AH
PECS phase 2		CMcM, SD, AC
PECS phase 3	CH	SL, TC, BP
PECS phase 4		FE
PECS phase 5		CH



Charlotte Phase 5
attributes.mp4

In just 9 months all 9 in the target group moved up 1 or 2 PECS phases with 1 new user moving 4 phases. This has impacted on this group being able to communicate their choices, show preference and interact.



Phase 4: I can place the reinforcer symbol onto my sentence strip and exchange

I can place the "I want" symbol on the strip and exchange

I can tap each symbol on my sentence strip when making an exchange

When given a 3-5 second time delay, I can verbally name the reinforcer item (**not mandatory**)

Reading for all input

After starting sessions in a class group Gemma and Kirsty planned to do 1:1 sessions to teach phonics sounds. This had limited impact with only 2 learners in the group being able to repeat sounds. The class teacher was given some input and continued sessions but with limited success. On reflection the group would have benefited from more sound awareness input first.

One pupil did make significant advancement in her reading skills using personalised books created by staff and enjoys reading about familiar people and events.

By January 2024 staff agreed that consistency throughout each day was important and that an intervention fortnightly would not create enough impact on learners. Efforts were then directed at building capacity and understanding of 'reading for all' for staff.

This is starting to impact on the number of learners moving from Foundation to Pre-Early, and from Pre-Early to Early which can be seen in the attainment figures set out in this report.



Developing an interest in books both sensory and digital.



Developing attention skills and picture recognition



Showing an interest in pictures and able to recreate these using picture blocks.



Matching pictures to words and starting to create sentences.

PEF Evaluation/Impact 2

Targeted Interventions

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

Progress:

Sharon continues to visit twice weekly.

Focus on new learners and those who continue to struggle with the hairdresser experience.

Further development of hairdresser passports.

Further development of supporting shaving with senior school boys.

SWAY presentation - 'A day in the life of the Windmill salon' shared with families via the newsletter.

All in the group continue to be tracked through the salon experiences.

Impact:

All 28 learners attended the salon weekly on either a Tuesday or Thursday morning, each class has a block appointment so consistency is maintained and many learners have the same appointment times each week. Over the session there was a 57% improvement overall in learner's ability to cope with entering the salon, getting their hair brushed, styled, or in some cases cut.

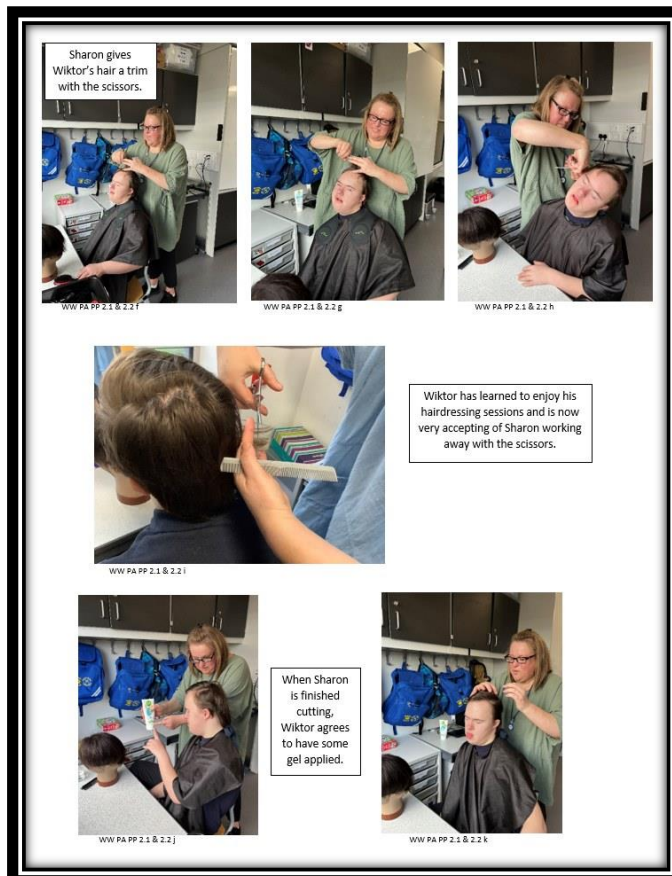
Six in the group have achieved remarkable improvements in their ability to deal with getting their hair brushed and styled. The majority of learners can now come willingly into the salon, tolerating getting hair brushed, styling and trims. Learners ability to regulate through sessions has improved and staff have observed that a few no longer require strategies such as using weighted equipment etc. Engagement is high as learners watch themselves and Sharon in the mirror.

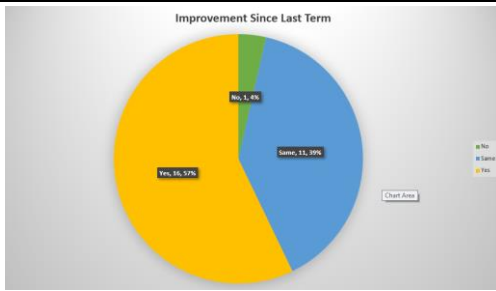
Learners 'control' sessions and feel safe as they make choices and trust that Sharon will stop when they indicate that they are finished.

Sharon visits the class at times for specific learners who are unable to go to the salon as they predict that this is traumatic.

3 boys in the group are being gradually introduced to the concept of shaving. They have the choice to use a foil or rotary shaver. This can be confusing as they are expecting getting their hair done and we are considering the Thursday session next year to target shaving.

Within the senior school 2 learners are working on personal presentation, and the hairdresser forms part of their SQA course. They have made significant progress, with one of them now managing regular haircuts. He is able to choose styles and select products and responds to praise as staff tell him how handsome he looks after visits to the salon!





57 % of pupils made an improvement in their ability to manage the experiences within the hairdresser.

39% stayed the same

PEF Evaluation/Impact 3

Targeted Interventions
 Small group to be supported in accessing mainstream setting for targeted activities to support communication and understanding of social expectations

Progress:
 Additional staff 0.2 PEF employed to provide 1:1 ratio and therefore support access to mainstream. Unfortunately, there were periods when this staff member had to cover long term absence in school. One learner was able to visit Sinclairtown for blocks of time across the year.

Impact:
 Two learners were identified for links with mainstream this year. Unfortunately, due to staff absence we were only able to facilitate one of these with our additional PEF hours. Staff had noticed that one of our learners was particularly gifted at music, therefore we created a link with Sinclairtown to join the P2 class for sessions. During visits to the class he was able to sign and use his voice to talk to peers when possible, for example when saying hi and bye. He also developed skills around self and emotions as he was supported to cope with an unfamiliar learning environment and an unfamiliar peer group. There were opportunities to generalise skills around movement and positional language during music sessions which required him to follow along to body percussion with visual instructions. Staff observations highlighted that this young man grew in confidence over the sessions, being more confident in communicating with peers and sharing his space with them. He was able to anticipate visits and looked forward to going to Sinclairtown. He observed peers his age and showed an interest in what they were doing, copying them during music activities. Social modelling from the group supported him in knowing expectations, and although his words can be difficult to hear clearly, his peers were able to interact throughout the visit.



School/Setting Name: Rosslyn School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2021 -2022	2022- 2023	2023-2024	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	5 Very Good	5 Very Good	
3.2 Raising attainment and achievement	4 Good	4 Good	4 Good	

SQA – Very Good for 3.2

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2021 -2022	2022- 2023	2023-2024	Inspection Evaluation (since August 2022)
1.3 Leadership of change	3 Satisfactory	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	5 Very Good	5 Very Good	
3.2 Securing children’s progress	4 Good	4 Good	5 Very Good	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2021 - 2022	2022- 2023	2023-2024
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*

June 2024

