**Craigmarloch School**

**Standards and Quality 2023-24**

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| **Context of the Establishment** |
| **Our Establishment**  Craigmarloch School is an all through Additional Support Needs School in Port Glasgow. It is part of the Port Glasgow Community Campus, sharing the site and some facilities with Port Glasgow High School and St Stephen’s High School. Craigmarloch is a multi-denominational school which provides education for pupils from Early Years and Primary through to S6 (3-18) who have Additional Support Needs. The school serves the whole of Inverclyde and has a small number of out of authority pupils attending. The Early Years provision operates as a Onesery, with Early Years pupils and Primary 1 pupils sharing two classrooms. The school teaching staff complement s 40.6 which includes a Leadership Team of six. The present Leadership Team comprises Head Teacher, two Depute Head Teachers and two Principal Teachers. The current school roll is 215 pupils. 39% of our pupils are from SIMD 1 and 18% are from SIMD 2. 9% of our pupils are CEYP. There are currently 52.2 Pupil Support Assistants, 4 FTE Early Years Education and Childcare Officers, 1 Early Years Support Assistant and 2 Early Years Learning Assistants. We are also supported by a School Business Support Officer, 3.6 Clerical staff, school janitor and two bus drivers.  **Our Vision**  In Craigmarloch School, we aim to Get it Right for Every Child through our Vision, Values and Aims. Craigmarloch School provides a nurturing, welcoming, safe and secure learning environment for our pupils through mutual respect. Our Vision, Values and Aims have shaped our Curriculum Rationale. Research, national and international guidance and developments including taking learning outdoors and a range of evidence informed pedagogy, are informing the design and implementation of our curriculum at Craigmarloch School which meets the needs of all learners.  To recognise and realise the rights of our children and young people as agreed in the United Nations Convention on the Rights of the Child (UNCRC). · Delivering consistently high quality specialist learning and teaching. · Developing a total communication environment at Craigmarloch School. · Promoting the health and wellbeing of our children and young people. · To build positive relationships across our school community. · To develop strong and effective partnerships with our parents and carers with our wider community ensuring that the children and young people of Craigmarloch School are included and feel connected.  **Our School Values**  **C:\Users\gwalker001\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\6A97FC08.tmpC:\Users\gwalker001\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D6C1A756.tmp  C:\Users\gwalker001\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B2E3C5D4.tmpC:\Users\gwalker001\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\45EF2F02.tmp** |

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| **Establishment priority 1** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Assessment of children's progress  School Improvement | HGIOS/ELC QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress    UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcome:**   * By June 2024, all pupils will have benefitted from quality individualised plans and targets supported by more robust data. * By December 2023, pupil literacy and numeracy targets will have been set supported by higher quality data. * By December 2023, all pupils who are directly impacted by poverty will be known to all teaching staff and consideration will be given to this when target setting and planning for interventions. * By June 2024 – 100% of learners within Craigmarloch who are impacted by poverty will benefit from additional supports due to improved staff member understanding of the poverty related attainment gap within our school. * By June 2024 – All learners within Craigmarloch who are impacted by poverty will be able to see improvement in their attainment due to the bespoke tracker developed by PT of Equity. * By October 2023 – Professional learning required for this specific area will have been assessed and planned for via a skills gap analysis to inform professional learning calendar. * Continue to develop tracking and monitoring of children’s progress in the Broad General Education including progress over time including a review of the impact of BSquared tool. All staff will report confidence in using B Squared for tracking and planning. Evaluate staff skills in B Squared via gap analysis.   **PEF used to support closing the gap:**  PT of Equity, £69,945  **Progress and impact of outcomes for learners:**  Our decision to appoint a PEF funded Principal Teacher of Equity has contributed to an improved awareness of poverty across the school for all teaching staff. A bespoke tracker which identifies all pupils who are impacted by poverty has been created. All teaching are aware who the pupils impacted by poverty are which is an improvement on year 22/23. The impact of this has been that teaching staff are able to consider the impact of poverty when planning targets for young people. The development of the bespoke tracker has ensured that there is a closer focus on the attainment of this cohort which has been shared regularly with staff. Over the academic year pupil attainment for those pupils impacted by poverty has increased.  Primary = 78% across Literacy, Numeracy and Health and Wellbeing.  Secondary = 40.5% across Literacy, Numeracy and Health and Wellbeing.  This gives an average of by 59% improvement across Literacy, Numeracy and Health and Wellbeing.  As a result of this increased focus Teaching staff have amended plans and planned interventions for almost all of the pupils who are impacted by poverty. This has contributed to the improvement in attainment previously mentioned.  A refreshed focus and ongoing support from PT Equity has ensured that teaching staff are approaching planning, recording and assessing via B Squared system with greater consistency and more confidence. The data produced from B Squared continues to build a more comprehensive picture of pupil attainment and achievement. This is supporting school leadership to better plan transitions and class groupings for pupils to ensure that pupils are given the best opportunity to achieve.  Professional learning has taken place for teaching staff via a focussed staff meeting delivered by PT Equity. This has informed teachers of the baselines for the pupils impacted by poverty and of the progression over the course of the year. The impact of this for pupils is that teachers can confidently evaluate the success of class based interventions to support this specific group of pupils.  Within the Broad General Education our pupils have continued to make progress towards their individual targets for literacy, numeracy and health and wellbeing with 96% of pupils achieving their targets. | |
| **Next steps**  Improve the understanding for pupil support assistants of the impact of poverty and the cohort of pupils who are affected by this.  Inform pupil support staff of interventions being used to support pupils and how their role can support this.  Review target setting to ensure standards and expectations are high.  Review the progress of the pupils within primary whose attainment did not improve as significantly as others and plan interventions to improve this.  Review the progress of the pupils within secondary whose attainment did not improve as significantly as others and plan interventions to improve this. | |

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| **Establishment priority 2** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  School Improvement  Performance information | HGIOS/ELC QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress    UNCRC  Article 3 (Best interests of the child):  *Article 28: (Right to education):* |
| **Outcome:**   * Almost all teachers will report increased confidence in using data to support judgements and planning / target setting. A baseline will be established via staff questionnaires.   By December 23 most parents will have a better understanding of the assessment procedures used to report on progress and set pupil targets. Existing feedback from review questionnaires will be used to establish baseline with additional questionnaires if required.   * Whole school tracking and monitoring will have improved with all stakeholders better informed of progress across school e.g. * Attainment and achievement of key groups of learners will be better evidenced as a result of more robust assessment e.g., CEYP, Pupils learning via sensory experiences, non-verbal communicators. * Bespoke Tracking & monitoring system for pupils impacted by poverty will be established by Christmas break. * By December 23 all staff will be aware of the pupils who are impacted by poverty and their associated gaps will have been evidenced by tracking meetings. * By February 2024 teaching staff will be able to interpret data shared via the bespoke tracking system. * By April 2024 teaching staff will be able to evidence where they have amended pedagogy to support the pupils identified by the tracking system. * Some pupils who require joint support will be presented at regular joint services support team meetings via an improved calendar. * Improve understanding of pupil attainment / achievement profile to ensure all subject areas within secondary are challenging pupils appropriately * Increase number of pupils attaining via cross campus partnership by 10% * By June 2024 most pupils in S2 will be able to demonstrate an understating of racial literacy and the role it plays in our school   **PEF used to support closing the gap:**  PT Equity £69,945  **Progress and impact of outcomes for learners:**    Feedback from parents night confirms that parents are better informed of their young persons progress at school with 100% of survey respondents confirming that they believe their child is making progress with their learning. Feedback from review meetings and pastoral conversations confirm that parents are happy with the planning for their children.  *I currently feel the school is doing all they can to support my child with regular meetings and referrals to outside agencies " parent comment*  Focussed work with Secondary teachings staff during staff meetings ensured that a clear understanding of pupil attainment levels exists among staff. Pupils have been challenged across subject areas in a more consistent way this academic year. Closer focus from SLT on pupil tracking has evidenced that subject teachers have increased expectation of pupils. This year 56 pupils have been presented for 320 unit entries. This demonstrates an increase in attainment and achievement as detailed below.  DATA NEEDS CONFIRMED VIA SEEMIS REPORT ASAP  2022/2023 2023/2024  National 1 National 1  National 2 National 2  National 3 National 3  National 4 National 4  National 5 National 5  Higher Higher  Advanced Higher Advanced Higher  In addition to the data presented above feedback from the recent thematic inspection of numeracy and maths indicated that the current model used within our secondary school is effective and is leading to improved outcomes for pupils.  Our ongoing commitment to working in partnership with our shared campus peers has continued to improve outcomes for pupils. 16 pupils have accessed learning across the shared campus which is an increase of 11%. Pupils have undertaken programmes of study at National 5, Higher and Advanced Higher across 6 subjects. Pupils will continue their study across the campus during academic year 2024/2025. This commitment has ensured that pupils have an increased sense of equity with their mainstream peers and are also able to experience improved social opportunities. Attainment at higher levels within the campus is likely to improve post school opportunities for specific learners.  Pupil centred planning via the JST has had impact for a minority of pupils. Variable levels of attendance from agencies and challenges with staff absence have meant that coordination of the JST meetings was less effective as the year progressed. 6 pupils were reviewed at JST meetings. A successful outcome for one pupil lead to a bespoke timetabling arrangement being introduced. Attendance and engagement for this pupil has improved significantly following the introduction of this. Attendance increased from 50% to 80% across the school week.  Input from PT equity has ensured all staff are aware of the pupils who are impacted by poverty.  Improved focus and support in relation to the B Squared tracking tool has ensured that staff are more confident in tracking progress and are producing better quality data. The Bespoke tracking system requires to be revisited next year.  In S2 almost all pupils have engaged in learning about racial literacy via authority provided resources. | |
| **Next steps**  Improve JST planning  Build on campus plans to include earlier planning for upcoming academic year | |

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| **Establishment priority 3** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  NIF Driver  School Improvement  Assessment of children's progress | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  3.2 Securing Children's Progress    UNCRC  Article 23 (Children with disabilities):  *Article 28: (Right to education):* |
| **Outcome:**   * By Christmas pupils will be able to report that they are managing their emotions better. * Individualised tracker will evidence improved engagement of specific group. * Baseline to measure engagement will have been established by September 23 * Critical incidents for targeted group will have reduced by Christmas. * Bespoke tracker will identify evidence that pupils have overtaken their individual targets. * By June 2024 all staff will have had the opportunity to participate in relevant professional learning. Records will indicate attendance at these events. * By Christmas 23 staff, pupil and parent evaluations will show an improvement in the ability of targeted pupil group to regulate. * Continue effort to reduce critical incidents across the school. * Reduce critical incidents for specific group of pupils via targeted interventions. * Embed the refreshed Health and Wellbeing programme. * Improve pupil ownership of health and wellbeing targets.   **PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]**  Teacher of Enhanced nurture £56,709  **Progress and impact of outcomes for learners:**    Our refreshed health and wellbeing programme has been implemented within our secondary department this year. Almost all secondary pupils had this programme delivered by a dedicated health and wellbeing teacher over 2 periods per week. As a result of this our pupils experienced a consistent progressive delivery of Health and Wellbeing. A range of partners were invited to support the delivery of Health and Wellbeing with representatives from the Emergency Services, Drug and Alcohol Awareness and NHS attending over 3 occasions.  An additional 4 health and wellbeing related activities were offered to enhance and enrich the offer across school. The most significant of which has been the consistent delivery of the Magic Breakfast programme with 58% of all pupils participating on an average daily basis. 11% of pupils gained further data handling experience due to participation in a research based extension of the Magic Breakfast programme. Data from the staff and pupil lead survey indicates that the impact of this programme was recognised positively by the pupils and staff:  33% of pupils reported that they had more energy due to participation in the programme.  33% of staff reported that pupils clearly had more energy and improved concentration in classes.  43% of pupils acknowledged that they liked having breakfast with their friends.  The impact of this has been improved energy, concentration and development of social skills.  Critical incidents for our identified group of pupils have reduced significantly. 80 % of the identified pupils have seen their number of critical incidents reduce by 50 % or more. One pupil has seen a reduction of 85 % across the year. The interventions from the enhanced nurture teacher has significantly improved the outcomes for this group of pupils. All of these pupils have had a Boxall profile created for them along with personalised plans. The success of these interventions and targets have been shared effectively with relevant staff members. Pupils out with the identified pupil group are enjoying a more positive classroom experience due to their peers having an improved ability to regulate and contribute positively to the learning in class.  Some of the pupils are showing signs of being able to recognise their emotions better and are able to identify their own triggers. This was not achieved by Christmas as the outcome had intended but did take place. However, this is not consistent and does not extend to pupils being able to manage their emotions better as was the intended outcome. Further work will be required to improve this area during academic year 24/25.  Tracking system for individualised pupils has been established via PT Equity and attainment advisor. The baseline to measure engagement requires to be revisited.  Almost all staff have engaged in professional learning to support the understanding of trauma, nurture and the impact of poverty. This has been delivered via external input at staff training events and via whole school and staff meetings. | |
| **Next steps**  Review Health and Wellbeing in Primary department.  Extend the success of the nurture teacher input to more pupils who meet agreed criteria.  Introduce Emotion Works to identified pupils as a pilot  Maintain success of magic breakfast programme. | |

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| **Establishment priority 4** | |
| NIF Priority  Improvement in skills and sustained, positive school-leaver destinations for all young people  Placing the human rights and needs of every child and young person at the centre of education  NIF Driver  School leadership  School Improvement | HGIOS/ELC QIs  2.6 Transitions  2.7 Partnerships    UNCRC  Article 29 (Goals of education):  *Article 23 (Children with disabilities):* |
| **Outcome:**   * All pupils will have had a transition 1 meeting by the end of first term. * All S6 pupils requiring SW support will have an identified worker by Dec 23 * All pupils will have an identified positive destination by March 24   **Progress and impact of outcomes for learners:**  Almost all Early years, Primary 1 and S6 pupils had a successful settling in or transition planning meeting by October 24. As a result of this parents and pupils had a clearer understanding of the structures within lower primary and for the parents of the S6 leavers a clearer understanding of the partners and anticipated timeline for finalising the transition plan of the S6 leaver cohort. In addition to the school programme for S6 leaver meetings additional support has been available this year from the school Inclusion officer, Education officer for DYW and Educational Psychology via regular transition overview meetings. The impact of this has been that Education Services have been fully aware of the plans for the schools largest ever group of S6 leavers (25 pupils). As and when concerns arose or agreed timescales were not met education services staff were able to support school via higher level conversations across partner agencies. This has ensured that 92% of all S6 leavers had an offer of a positive and sustained destination by April of 24 and that 100% all had an offer by June 24.  By December 2023 school had notified HSCP of all school leavers. School provided clarity on the 16% of S6 leavers who would require the most significant level of support to transition from school successfully.  Allocation of identified workers remained the responsibility of HSCP after school had highlighted the pupils.  A very successful transition event with more than partner agencies attending has ensured that the parent body are further aware of the range of services which are available to support the transition process and parents are better informed as to what the potential post school offer may be for their young person.  Building on the success from year 22/23 our DYW worker had successfully arranged work placements for 22 pupils. This has supported pupils in our senior phase to better informed of the world of work and to make an informed choice about their post school options. The number of pupils who attended an appropriate work placement increased by 10 % this year with and additional 2 partners becoming involved in supporting the school.  A key success of the transition programme this year was the successful placement of an S6 pupil to the new partner Corseford College. This is significant progress as it will increase options for the 20 % of S6 leavers with the most significant complex needs in academic year 24/25. | |
| **Next steps**  Maintain positive links with HSCP to ensure prompt allocation of workers to S6 leavers.  Improve relationship with Corsesford College to strengthen understanding of the provision for school and parents.  Increase likelihood of one or more pupils entering the world of work from S6. | |

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| **Additional PEF Spend** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people | HGIOS QIs  2.6 Transitions  3.1 Ensuring wellbeing, equality and inclusion  UNCRC  Article 28: (Right to education):  Article 23 (Children with disabilities): |
| **Spend: £2500 - 6500**  Spend required to ensure an appropriate teaching staff ratio to support the transitions of 5 pupils across the primary department.  **Progress and impact of outcomes for learners:**  Due to the investment in a skilled teaching staff member all pupils who had been recommended to transition in to the school for academic year 2024/ 2025 received an appropriate transition which has prepared them well for beginning in August. Class teams and SLT are well informed of the range of pupil need within the new pupil cohort and have been able to plan appropriate class grouping as a result of this. | |
| Next Steps:  Consider if PEF plan requires amendment to future proof capacity for supporting transitions of pupils. | |

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| **Data** |
| **Key Strengths:**   * Increased number of pupils presented for National Units. * 50 % Reduction in number of pupils attending on flexible time tables. * Pupil presented at advanced higher level. * Reduction in critical incidents for specific pupil group. * Improved attendance across the school. 5% * Improved parental engagement / involvement in school.   **Key Priorities:**   * Trauma informed journey to be completed for all staff * Continue to improve the senior phase offer * Transition planning to be improved across school * Review of whole school approaches to communication |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of change**  **Satisfactory** |
| **Key Strengths:**  **School/ELC Nursery class/ASN provision**   * Journey of change continues positively following peer review. * Introduction of focussed outdoor learning in Secondary has increased achievement. * Significant increase in training offer for PSA staff.   **Key Priorities:**  **School/ELC Nursery class/ASN provision**   * Continue to respond to recommendations from peer review in relation to learning, teaching and assessment cycle. * Support the changes to new primary model * Maintain ongoing success of secondary department via new presence in campus |

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| **2.3 Learning, teaching and assessment**  **Very Good** |
| **Key Strengths:**  **School/ELC Nursery class/ASN provision**   * Positive experience during thematic inspection of Numeracy. * More consistency across whole school in tracking and assessment. * Parent feedback from parents evening and events very positive.   **Key Priorities:**  **School/ELC Nursery class/ASN provision**   * Implementation of Literacy strategy in Primary. * Assess feasibility of Evisense tool for B Squared * Grouping considered for primary groups for Numeracy and Literacy. |

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| **3.1 Ensuring wellbeing, equity and inclusion**  **Good** |
| Key Strengths:  School/ELC Nursery class/ASN provision   * Targeted interventions are leading to success with improved engagement, attendance and regulation of pupils. * New Health and Wellbeing plan implemented in Secondary * JST re established   Key Priorities:  School/ELC Nursery class/ASN provision   * Extend input of Nurture teacher to reduce flexible timetables and critical incidents for specific group. * Improve the use of JST. * Increase number of trained staff in PPB to improve Ethos of positive approaches. |

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| **3.2 Raising attainment and achievement/Securing children’s progress**  Choose an item.  Good |
| **Key Strengths:**  **School/ELC Nursery class/ASN provision**   * Continued success of secondary subject model via increased number of qualifications gained. * Increased range of alternative frameworks to support achievement. Increase in pupils achieving John Muir, Saltire awards. * Second pupil presented at Advanced higher level.   **Key Priorities:**  **School/ELC Nursery class/ASN provision**   * Groupings to support attainment in primary. * Short model courses in secondary to promote relevance to pupils. * Increase post school options. |

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| **Key Achievements of the Establishment** |
| Opportunity to celebrate activities, awards, events, partnerships   * Introduction of JASS White award in upper primary via focussed outdoor learning. * Critical incidents across school have reduced. * Senior phase pupils achieving increased number of 200 Hour awards. * Pupil presented at Advanced Higher for the second consecutive year. * Significantly improved access to PPB training with 75 % of support staff now fully trained. * Successful partnership event for Senior Phase with several partner agencies in attendance. * Successful transition to new partner for pupil with Severe and complex learning difficulty * Thematic inspection of Maths and Numeracy has taken place with some positive feedback. * Our Onesery have held Successful stay and play events for parents to attend. * Principal Teacher for Visual Impairment has arranged 2 successful sensory stay and play events attended by parents and staff from our Onesery and other local Early Years provisions. * Our Onesery held a successful sharing of best practice event. * 2 successful residential trips have taken place for P7 and S6 pupils. * Our parent council has grown in numbers significantly with a renewed drive to support the school. * Attendance has increased by 5% * New partnership with the Wylieum with all Secondary pupils artwork showcased during exhibition. * Continued participation at the Inverclyde Music Festival. * Trauma informed journey for staff almost complete. * Improved home school communications via SWAY * Improved correlation with data to support interventions. |