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# Standards & Quality Report 2013 -2014

## Background information

Haysholm is a non-denominational school for pupils aged 5-18 with severe and complex additional support needs. We are part of the Irvine Royal Integrated Community School cluster. Our catchment area extends to the Garnock Valley.

Our current role is 23, twelve primary aged pupils and eleven secondary aged pupils, all of whom have an Individualised Educational Programme (IEP). Two thirds of the pupils are on the Autism Spectrum with other pupils having a variety of severe and complex needs including Down Syndrome, chromosomal disorders and severe global delay.

The staffing consists of a Head Teacher, Principal Teacher and 4 Teachers, 1 Instructor, 2 Early Years Practitioners and 11 Classroom Assistants. We are supported by a Clerical Assistant, a Janitor a Cleaner and a Catering Assistant. Instructors from Arran outdoor resource, Active Schools and North Ayrshire Leisure, support school activities. We have visiting specialists including; a physiotherapist, occupational therapist and a speech and language therapist.

The accommodation is all on one level. All areas are fully accessible by everyone. The playground area has been developed for gross motor play. An established sensory garden adds to our pupils' learning experiences.

We have a supportive Parent Council and have close links with the community and local businesses.

## How Information is Gathered

An HMIE inspection follow-through report was completed in April 2011. This evaluated the progress made in the recommendations from the HMIE inspection report in November 2009.

Evidence was gathered and reported on five quality indicators. Major strengths were identified within Learners' Experiences.

Improvements in Performance	good
Learners' Experiences	very good
Meeting Learners' Needs	good
The Curriculum	good
Improvement through self evaluation	good

Progress and attainment is monitored by the Head Teacher. This includes progress within priority targets for each pupil, achievement through N1 Qualifications, the Personal Achievement Award Framework, ASDAN Modules and the Caledonian Award Scheme.

Achievement with ASDAN Transition Challenge and SQA Units at National 1 are subject to moderation.

- ASDAN moderation is carried out by staff (peer moderation) and the Head Teacher within school and then proceeds to a regional moderation event before the award is made.
- SQA moderation is carried out in three stages by staff – within school, across North Ayrshire and then at a pan-Ayrshire event.

This ensures that pupil achievement meets a national standard.

The effectiveness of learning & teaching is evaluated and monitored through forward plans, both weekly and termly, class visits with formal feedback discussions with staff and staff team meetings.

Self evaluation procedures based on “How Good Is Our School 3” are incorporated into school practice and the collegiate calendar. This forms the basis for the school improvement plan priorities.

Consultation on the progress of the School Improvement Plan priorities is carried out through collegiate meetings, discussions and questionnaires with parents, partner agencies and meetings with the Senior Manager.

## **VISION, AIMS and SCHOOL VALUES**

### **Vision**

Haysholm School is committed to providing our pupils, with severe and complex additional support needs, with a stimulating, safe and welcoming environment that promotes the principles of Curriculum for Excellence. We work in partnership with parents and outside agencies to deliver a broad and balanced curriculum that meets and develops individual needs, facilitating the transition to lifelong learning on leaving school.

### **Aims**

- 1)** To promote successful learners by:-
  - Developing skills & independence within a variety of relevant, active and real contexts in small, progressive steps.
  - Developing language and communication.
  
- 2)** To promote effective contributors by:-
  - Developing citizenship skills in all contexts.
  - Developing the use of problem solving skills.
  - Participating in enterprise, expressive arts, eco and health promoting activities.
  
- 3)** To promote responsible citizens by:-
  - Encouraging appropriate social behaviour and awareness of others in all contexts within school and the wider community.
  - Making informed choices.
  - Developing awareness of the local community, Scotland and the wider world.
  
- 4)** To promote confident individuals by:-
  - Encouraging participation in all activities.
  - Developing appropriate interaction with others in a wide variety of contexts and environments.
  - Developing leadership skills.
  
- 5)** To plan professional development that enhances staff skills and effective learning and teaching approaches to meet the needs of our pupils.
  
- 6)** To nurture an ethos of equal opportunities for all.

## School Values



### **Particular strengths of the school**

HM Inspectors identified the following key strengths. These continue to be key strengths in the school:

- Children and young people's active involvement in a broad range of learning experiences both in and out of class
- The stimulating learning climate in the senior phase class and the contribution of young people at that stage to the life of the school
- Promoting children and young people's life skills through all the work of the school
- Partnership working with parents and therapists to enrich and support learning

### **Examples of good practice**

- Reducing barriers to learning through partnership working
- Children benefit from high quality relationships with staff who focus very well on ensuring that children and young people are put at the centre and are safe, healthy, achieving, nurtured, active, respected, responsible and included.

## How well do children and young people learn and achieve?

### Pupil Attainment & Achievement

#### Targets

No. of Pupils	% Targets Achieved
21	92.23

#### National 1 - Personal Achievement Award

No. of Pupils Entered	
5	Bronze Award

#### National 1 Qualifications

No. of Pupils Entered	
4	16 Units Awarded

#### ASDAN Transition Challenge

No. of Pupils Entered	
6	All pupils achieved "Knowing How" module from the Transition Challenge

#### Caledonian Award

No. of Pupils Entered	Awards				
	Bronze	Silver	Gold	Diamond Year 1	Diamond Year 2
10	9	9	5	4	3

#### John Muir 'Discovery' Award

No. of Pupils Entered	
11	All pupils achieved the John Muir 'Discovery' Award

#### Swimming Award

No. of Pupils Entered	
1	Rockhopper 1 Award

## Learning and achievement

Pupils are happy and settled and enjoy a variety and breadth of learning experiences both in and out of school set in real-life active contexts.

The school has made very good progress in continuing to develop and improve outcomes for children and young people. Literacy, Numeracy and Health and Wellbeing are well-embedded within all learning activities. Learners' experiences continue to be developed in line with principles of curriculum design, the 4 capacities and experiences and outcomes of Curriculum for Excellence across all curricular areas. The school has enhanced the curriculum by developing a wide range of sensory-based learning opportunities for all children and young people.

Children and young people are developing a range of skills for work, life and learning through enhanced learning opportunities provided by an increasing range of community partners. These skills are also developing through increased use of appropriate inter-disciplinary learning experiences.

In relation to becoming more effective contributors and responsible citizens, all children and young people make a significant contribution to the life and work of the school, its surrounding communities and national charities. Pupils take roles of responsibility within their class and in the wider school including being members of the Eco committee. The school secured funding for a flagpole and celebrated raising it's third green flat.

At primary and secondary stages, children and young people continue to be successful learners by making good progress towards the targets set with them and their parents in their individual learning plans. The introduction of visual learning intentions has helped some young people become more aware of and take ownership of their learning. All classes have implemented the use of a visual 'thumbs up' and 'try again' symbols to encourage self assessment and peer assessment where appropriate.

Investment and on-going training in Eye Gaze technology, interactive whiteboard, ipads, switches (big Mack, step-by-step) and talking books have directly impacted and improved pupil learning this session. Some pupils are able to share their achievements during their annual reviews using the ipad and a digital book that they helped to create displaying photographs and video.





Wider achievement is celebrated and acknowledged through weekly assemblies. Individual successes are celebrated using displays both in public areas and in class displays. Pupils are involved in showcasing and sharing their achievements during whole school assemblies e.g. John Muir Award and All Ability Cycles project.

At the secondary stages, young people are working well towards National Qualifications at National 1 level and towards Award Scheme Development and Accreditation Network Awards (ASDAN). Personal achievements continue to be recognised through work towards the Caledonian Award Scheme. They are being provided with in house work experiences including working on office tasks, dining room and outdoor tasks.

### **Curriculum and meeting learning needs**

Staff are working with increasing confidence with the Experiences and Outcomes of Curriculum for Excellence and know how to use these in taking a coherent approach to learning, teaching and assessment. Topic work is planned in an inter-disciplinary way to ensure children are provided with a range of opportunities for cross curricular working. Enterprise projects such as Christmas and Garden Fayres provide cross curricular activities set in active and real-life contexts.

The work of class teams continues to focus on the planned development of the curriculum and extending positive outcomes for all learners. Learning activities are increasingly well-matched to the needs of all learners. The effective, planned use of time around teaching and learning ensures appropriate pace of learning for all individuals. Staff provide appropriate challenge to all learners and increasingly encourage them towards greater independence in their learning. IEP targets are set in core areas of Literacy, Numeracy and Health and Wellbeing as well as other curricular areas relating to topic work for each individual pupil. Progress is monitored and tracked and reported on termly and annually to parents.

Referrals to the home/school inclusion worker for several pupils have improved parental partnerships to help meet and support learning needs. The school has good systems in place responding to concerns raised regarding pupils using the GIRFEC national practice model and a multi-agency approach is used to respond to and meet individual needs.

Therapists work closely with each other, staff and parents to address specific needs and identify appropriate next steps for pupils. Parents are fully involved in annual review meetings to help identify appropriate next steps and in reviewing information contained within IEPs.

The curriculum is suitably broad and balanced. Staff continue to provide active and relevant learning experiences, using real-life situations to develop children and young people's skills and understanding. This is shown by the use of local facilities and outdoor contexts.



### **John Muir Discovery Award**

The 2 senior classes participated in and achieved the John Muir award. This was led by Arran Outdoor Education staff and the children thoroughly enjoyed the learning experiences that took place in A variety of outdoor contexts including; Castle Semple, Lochwinnoch

'Good for You' tuck shop has been an excellent opportunity to develop skills for learning, life and work across the curriculum. The pupils have been involved from the start; selecting the name of the venture, logo, their uniforms and they planned ideas and decided on healthy snacks to sell. Every pupil has a role within the weekly tuck shop including; collecting equipment, setting out snacks, serving and collecting money. Pupil's suggestions have been incorporated, for example of playing music and having a slideshow running for customers when they come into the tuck shop.



The tuck shop covers a range of literacy and numeracy skills as pupils are involved in making shopping lists and matching pictures/ text to items for sale. Pupils help to count the money and keep record books. Skills for work, learning and life are promoted throughout all activities. Tuck shop profits have also been donated to local charities including Irvine Cancer care.

The primary pupils have been joining together on one afternoon a week for the Fun Together Club. This activity incorporates all of the principles for curriculum design with personalisation and choice being an integral part of the process. Pupils come together as a group in order to choose their favoured activity using visuals then participate in their chosen activity. At the end of each activity pupils are encouraged to evaluate their activity using like/don't like visuals as a means of self assessment.

Children and young people's communication needs and skills are very well addressed through consistent use of a wide range of approaches; signing, visual prompts and symbols.

The use of ICT is supported for all children and young people through investment in and use of a range of specialist access tools and technologies including; eye gaze, switches, ipads and music technology e.g. Soundbeam and Skoogs.

The school has made good progress in meeting the target of 2 hours quality PE per week. A new link with Irvine Royal Academy to access and use the fitness suite has enhanced the PE curriculum for some senior pupils. A dance instructor visits weekly to provide dance sessions for the whole school.



Pupils recently enjoyed a programme of activities during a recent Commonwealth Health Week to promote physical activity, healthy eating and emotional wellbeing.



Senior pupils were provided with the opportunity to participate in a 10 week block of cycling to enrich the PE curriculum using specially adapted bicycles at the Kilmarnock Athletics arena. The young people thoroughly enjoyed the experience. As the weeks progressed children gained in confidence with some being able to be more independent in the cycling and others were able to participate for increasingly longer periods of time over longer distances.

Peer observation and discussion during staff and team meetings have facilitated good professional dialogue and sharing of practice to improve the teaching and learning across the school.

Transition to Haysholm school is through the North Ayrshire precat system or referral through psychological services. Transition to adult services is managed through multi-agency reviews following the Transition Pathway process. In-house

transitions are managed to respond to individual needs. Pupils moving from one class or stage to the next are involved in a transition programme to help them experience a 'taster' of new learning experiences and support them to cope with a change of environment and staff.

### **How well do staff work with others to support the learning of children and young people?**

Staff in Haysholm school have a good basic understanding of GIRFEC values and principles and the health and wellbeing wheel and are responsive to individual needs. They are good at identifying, raising and reporting concerns using wellbeing indicators. Where appropriate, staff work effectively alongside other agencies to support our more vulnerable pupils and families.

Staff work very well with parents and seek to provide learning that spans both school and home contexts. Monthly and termly newsletters showcase pupils participation in learning experiences and achievements.

Parent workshops have demonstrated the use of ipads, switches and showcased health and well being activities including dance and the All Ability Cycling project.

Effective partnership working with therapy teams, home-school inclusion worker, active schools co-ordinator and school nurse continues to be an area of strength and provides a very positive impact on learners' experiences.

The school secured funding this session to train 5 members of staff, the school's Physiotherapist and Occupational Therapist in Rebound Therapy, and purchase an indoor trampoline. The therapy involves the use of the trampoline to provide alternative opportunities for movement and therapeutic exercise for our children and young people. The benefits of and impact of this project on the learners has been clear. Pupils are motivated and engaged and they are participating in a programme that will produce long-term health benefits. The Head Teacher and school's Occupational Therapist attended an Education Scotland Exemplification event to lead a workshop and share practice with schools about the initiative.



The Parent Council meets regularly to discuss and be involved in the work and the life of the school. This session they have worked in partnership with staff towards upgrading the Snoezelen.

The school's open door policy and solution focussed approach ensures that any concerns or issues that are raised are dealt with efficiently and effectively. New parents are provided with welcome packs and a parent induction to lay the foundations for positive partnership working.



Pupils continue to fundraise and promote local and global citizenship e.g. North Ayrshire foodbank, Irvine Cancer Care, Riding for the Disabled, Children in Need, the Shoebox Appeal etc.

The school has been very active in improving partnership working with other schools, colleges and employers to extend and support children and young people's learning and work opportunities.

### **Are staff, children and young people actively involved in improving their school community?**

Staff are fully committed to improving the quality of the school's work. Class teams reflect regularly on all aspects of classroom practice and the progress of children and young people. All classes use a planning discussion prompt sheet within a class team meeting to discuss what went well, what they would change and actions to take. Group, individual, challenges and solutions are incorporated into planning evaluation sheets. Classes use this to inform their planning for the following term. Extensive planning is undertaken using a range of formats. These have been reviewed and streamlined to suit the needs within the primary and secondary departments.

The school has a quality assurance framework in place for both ASDAN and National Qualifications. This is to ensure that standards are improved and consistent within the Secondary department. Robust moderation takes place throughout the session in school and externally. At a recent ASDAN external moderation, it was noted that the quality of the assessment evidence provided was excellent demonstrating learners' active participation in a wide range of curricular activities.

The school continues to participate in TLCs, one member of staff has leadership responsibility for this and collegiate time is allocated throughout the session to facilitate sharing of practice.

The head teacher has carried out extensive observation of classroom practice and has provided useful feedback to staff regarding the quality of learners' experiences. This feedback takes the form of professional dialogue as well as written feedback for individual teachers. Teachers agree next steps to improve learning experiences for pupils.

Staff have developed effective ways to help all children and young people to give their views on their learning experiences using a range of visual tools. Pupils have made very good progress this year on recognising and using the sign/symbol for “I like” and “I don’t like” to evaluate their learning experiences. The Principal Teacher has attended ‘Talking Mats’ Training and has used this approach with selected pupils to consult with them about their likes/dislikes of curricular activities.

Pupil reports, prepared for a range of audiences are positive, detailed and use appropriate professional language.

Evaluative statements are produced following formal self-evaluation activities involving the whole school and these are used to set school improvement plan priorities.

### **Does the school have high expectations of all children and young people?**

The school has a very strong sense of community where staff and children/young people have positive relationships and show care and concern for each other. All children and young people continue to be strongly encouraged to have high aspirations, be successful learners and are given much support in pursuing these ambitions.

Dignity and Respect guidelines are displayed in all classes to ensure that all staff, volunteers and students take a consistent approach as to how they treat pupils, promote their independence and listen to their views. Within classrooms a culture of respect, care and high expectations are set for every child. Praise and encouragement forms the basis of a positive supportive approach and helps to manage behaviour.

There are bright and stimulating displays of the work of children and young people in classes and corridors exemplifying standards and recognising achievement. An achievement board displays and values achievements of all within the school community. Progress files are held for each individual pupil and photographic evidence is gathered throughout the session on learning and achievements. These are shared with parents at the end of the session. Wider achievements are acknowledged and recognised. Displays also show children and young people’s effective use of colour, materials and media to express their creativity.



The school chaplains continue to visit the school regularly and provide very good opportunities for religious observance.

### **Does the school have a clear sense of direction?**

The head teacher has a clear vision and continues to set a broad and appropriate direction for the work of the school and to build on the school’s strengths. The senior management team are committed to improving the work of the school. The principal

teacher carries out her management remit effectively and models and shares good practice with other staff members.

Some teachers have undertaken leadership roles to support the work of the school this session.

Staff share a strong sense of responsibility and work well together to bring about improvements to learning and teaching: there is strong evidence of a reflective community at work.

This has been enhanced by the introduction of Learning Rounds. In 2012 Haysholm School was involved in a collaborative initiative with Education Scotland using Learning Rounds. This gave all interested staff a CPD opportunity to enhance their own knowledge of the range of learning experiences within the school. The focus for the Learning Rounds was independent learning and it was used as a means of enhancing staff knowledge of pupil experiences in relation to independent learning. Further to participating in Learning Rounds, our Principal Teacher represented the school at the Scottish Learning Festival 2012 where our experiences and outcomes were shared with colleagues.

Staff have taken part in a wide range of professional training and development opportunities to build capacity and further their skills and expertise in meeting the wide range of needs of children and young people. This has included visits to other schools and centres, peer observation, professional reading and research, individual/team/whole-school CPD. Through all of these opportunities, staff have maintained a strong focus on improving the experiences and outcomes for children and young people.

### **Next Steps**

- To develop and embed communication strategies and approaches to ensure children and young people's participation in their learning.
- To audit current approaches to teaching reading and writing.
- To promote 'Learner Voice' through Talking Mats and establishment of a pupil council.
- To continue to review and update SQA units in line with national guidance and ensure robust moderation to ensure practitioners have a thorough understanding of standards for verification procedure.
- To develop Eco Youth Dynamic Award for S1 – S3.
- To progress senior learners to achieving John Muir Explorers Award.
- To maintain and keep abreast of development in ICT to support and enhance access to learning across the curriculum.
- To continue to provide learners opportunities for inclusion through partnership working with cluster schools and other schools across North Ayrshire and to establish a 'Buddy' link with St Mark's primary
- To develop PE programmes including Rebound Therapy and Swimming.
- To continue to develop in-house work experience, enterprise and college links for senior learners.
- To work Pan-Ayrshire to develop approaches to planning, assessment and moderation and to develop appropriate skills framework to support practitioners in considering assessment information.

- To use Learning Round to evaluate progress made towards use of 'Total Communication'.
- To revisit Building the Curriculum 3 documentation to ensure all practitioners are confident and familiar with the ethos and language of a Curriculum for Excellence.
- To continue to involve parents in the life and work of the school and in promoting home-link learning.
- To encourage practitioners to take on a variety of leadership roles throughout the school community.

### Other Achievements of the School

The Drake Music project ran over 10 weeks and improved access to music via the use of the Skoog, Switches, Soundbeam and Figurenotes. Pupils worked towards performing at our annual prizegiving ceremony. The theme being the Commonwealth Games.



Bag Books interactive storytelling session and World Book Day learning activities provided with a range of active contexts to promote literacy skills.



All pupils were involved in rehearsals and an annual nativity performance for invited guests and parents. The pupils performed very well in "Mary's Knitting".

Our Annual Burns Supper was organised by Senior Phase pupils. Mr McKeand piped in the haggis and Fr Boyd gave the address to the haggis and said grace. A group of pupils from St Mark's Primary School demonstrated Scottish Country Dancing before everyone participated in dancing and singing Scottish songs.

The school has hosted 2 very successful Enterprise events and all pupils were involved in organising and making items to sell as well as helping to serve customers on the day. Donations were made to Irvine Cancer Care and Riding for the Disabled (Winton Group).

Pupils have participated in successful inclusion links:-

- Moorpark Primary School
- Stanecastle School – Riding and Cub Scouts
- Irvine Royal Academy – PE using Fitness Suite



All classes put forward entries for the Ayr Flower Show. Bute Senior Phase class were successful with their entry and have won a cup and a cheque to be officially presented at the Ayr Flower Show in August.

The school was chosen as 'School of the Week' for Westsound FM Radio. Three pupils were selected as in-house DJs and recorded audio to be played live via the radio. The pupils introduced themselves and spoke about activities that they like to do in school. They also chose their favourite songs to be played on the radio.



The school was delighted to have their chosen representative selected to be a Queen's Baton Bearer.

Pupils continue with Citizenship activities and fundraising for Charities:-

- Children in Need raised £41
- Shoebox Appeal – pupils packed 21 to deliver to Blythwood Care, Glasgow
- Sport Relief "Walk a Mile" raised £460
- Items of food were collected and sent to North Ayrshire Foodbank
- Donations of £53 to Irvine Cancer Care and £52.08 to Marie Curie Cancer Care from Good for You Tuckshop
- £95 for Mini Pots of Care donated to Marie Curie Cancer Care
- Mary's Meals – Bag Pack Project

In January pupils planted a silver birch tree with Provost Sturgeon to commemorate Holocaust Memorial Day.



The whole school participated in World Fair Trade Day to help raise awareness throughout the school.

Finally as part of our Health & Wellbeing curriculum, pupils have participated and achieved within the following activities.

- Selected primary pupils have taken part in swimming sessions at Stanecastle swimming pool
- All pupils participated in a full programme of events for our Commonwealth Health Week including Badminton, Cycling, Lawn Bowls and Judo. This culminated in a Commonwealth Games afternoon involving partners and families.
- Two pupils have attended Riding for the Disabled and are making very good progress.
- Secondary pupils achieved the John Muir Discovery Award through participating in a range of outdoor activities.
- Pupils are developing football skills within blocks of coaching arranged by the SFA Football Development Officer at KA Leisure.
- The Good For You Tuckshop runs once weekly serving healthy food and drinks to the whole school community.
- Pupils enjoyed a block of Rugby sessions arranged by Active Schools.
- KA Leisure provided a block of Dance sessions.

