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**Quality Improvement Plan**

**2024-2025**

**SCHOOL: Fairview School SEED: 5340047**

The curriculum at Fairview School is all about meeting the unique needs of our children and young people with severe and complex learning needs. Here's how we do it:

* **Individualised Learning:** Every pupil is different so we create personalised learning plans.
* **Functional Skills Development:** We focus on teaching practical skills that help pupils in their daily lives.
* **Multi-Sensory, Play and Experiential Learning:** We use hands-on activities and real-life experiences to make learning engaging, fun and meaningful.
* **Communication and Social Skills:** We help pupils build communication and social skills, so they can connect with others and be included in their communities.
* **Pupil Voice:** We encourage our pupils to develop their voice and makes choices to allow them to participate in school and the wider community.
* **Functional Academics and Life Skills:** We teach academic skills that are useful in real life, along with important life skills for independence.
* **Inter-disciplinary Approach:** We work as a team in order to support each pupil’s needs.
* **Assessment for Learning and Progress Monitoring:** We check in on pupil progress to make sure they are on the right track and building on prior learning.
* **Family and Community Engagement:** We involve families and the wider community in supporting learning and development.

Overall, our curriculum is designed to empower our pupils to succeed and thrive, no matter the challenges.

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| **Three Year Overview of Key School Priorities 2023-2026** | |
| 2023-2024 | **To have an effective tool that shows progression and allows staff to build on prior learning.**  **To refresh the school’s vision, values linking in with the curriculum rationale.**  **Implement robust processes to ensure quality learning and teaching and improvement** |
| 2024-2025 | **For staff to develop in confidence using the tracking tool and in their professional judgements**  **Wellbeing focus – to support pupils to be ready to learn and reduce incidents of dysregulation thus supporting pupil, staff and family wellbeing.**  **Develop a universal approach to best meet pupils needs focusing on environment, learning and teaching and support related to the principles of nurture, our school values and Rights Respecting School.** |
| 2025-2026 | * To be able to evidence progression across all curricular and skills area using the tracking tool – * Ensure assessment information is streamlined and relevant and enhances progression * Enhance teacher confidence through moderation including with other schools in Scotland which have a similar profile |
| LMG Priorities for 2023-2024  Fairview School will link in with LMG priorities where relevant. | |
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| **Quality Improvement Plan** - **Priorities and Outcomes**  What are the outcomes that you plan to achieve for your children, young people and families for this session? | | | | | | | | |
| **Key Priority One (Maintenance): To embed the new tracking tool**  **Rationale: Last year we implemented a new tracking tool and all pupils were baselined against a range of skills across the curriculum. This year, through, using the tracking tool, pupils outcomes will be tracked using this tool to improve outcomes and support progression/breadth of learning.** | | | | | | | | |
| **Overall Aim: By June 2025, all pupils will have their learning outcomes (My Learning outcomes) tracked using the tracking tool 3 times per year and skills development increased as building on prior learning.** | | | | | | | | |
| **NIF Priority(***Highlight)***:**   * *Placing the human rights and needs of every child & young person at the centre of education* * *Improvement in children & young people's health & wellbeing* * *Closing the attainment gap between the most & least disadvantaged children & young people* * *Improvement in skills & sustained, positive school-leaver destinations for all young people* * *Improvement in attainment, particularly in literacy & numeracy* | | | **NIF Drivers** *(Highlight)***:**   * *School & ELC leadership* * *Teacher & Practitioner professionalism* * *Parent/carer involvement & engagement* * *Curriculum and assessment* * *School & ELC improvement* * *Performance information* | | **HGIOS4 QIs**(*Highlight*) **:** | | | |
| * 1. *Self-evaluation for self-improvement*   2. *Leadership of learning*   3. *Leadership of change*   4. *Leadership & management of staff*   5. *Management of resources to promote equity* | | * 1. *Safeguarding & child*   *Protection*   * 1. *Curriculum*   2. *Learning, teaching & assessment*   3. *Personalised support*   4. *Family learning*   5. *Transitions*   6. *Partnerships* | *3.1 Ensuring wellbeing,*  *Equality & inclusion*  *3.2 Raising attainment*  *3.3 Increasing creativity*  *& employability* |
| **Objective**  ***What will change? When, who, what, by how much?*** | **Intended Outcomes**  ***What will happen as a result of the objective?*** | **Key Improvement Activity**  ***What approaches or interventions will be in place? (May be Universal or Targeted)*** | | **Measures**  ***How will you measure the intended outcomes?*** | | **Key Personnel** | **Monitoring**  ***Is the activity happening as planned?*** | **Progress and Impact** |
| **By June 2025, all pupils will have had their My Learning outcomes tracked 3 times on the new tracking tool – this will result in learning which builds on previous learning thus allowing greater progression and opportunity to provide greater breadth, challenge and fluency of skills. It also allows to show when there is no progression and thus make sure that teaching time is being well spent on what is relevant and achievable for all pupils.**  **(VALUE: Ambitious, Fun, Inspiring)**  **(Nurture Principle 1 & 6)** | **Education staff will be better able to see where young people are currently sitting in a range of skill areas and be able to plan to build on prior learning thus improving teacher judgement, learning opportunities and ensuring breadth of coverage.**  **Learners will experience learning opportunities which are relevant and challenging.**  **Families will be clear on what their young person is learning at school and will know how best to support them.**  **As pupils develop greater skills and fluency this will support their wider achievement opportunities, for example, accessing DYW placements (stretch aim)**  **Pupils will experience positive transitions as information is passed on effectively.**  **(stretch aim)** | **Teaching staff will be given time within the WTA to track all pupils 3 times per year and meet with SMT to discuss tracking information.**  **Teaching staff should link in with the class teams when tracking learning.**  **Work on how to write high quality and evaluative learning statement in Development meetings**  **All staff should be involved in the observation of learning and feed into the tracking. All teams should have systems in place to record staff observations and build in time for discussion.**  **Share tracking tool and curriculum rationale with parents at parents evenings.**  **Share tracking tool within wider networks through Education Scotland, links with other schools and Equals network.**  **Moderation of Learning Journal activity – CPD on how to write a quality learning statement.** | | **Through observation of the trackers, My Learning documents and discussions within teams and with class teachers and through discussions with families at CYPP meetings.**  **Learning statements shared on Learning Journal will be evaluative and high quality.**  **Surveys with staff and parents.**  **Successful transitions and sustained positive destination data (stretch aim)** | | **SMT, PTs, Class teachers**  **All staff**  **Families** | **SMT meet with class teachers 3 times per year for tracking and planning meetings.**  **My Learning plans and evaluations are shared with family**  **Classroom observations**  **Discuss in teacher meetings**  **SMT observations of tracking documents.**  **Moderation of Learning Journal activity.**  **Observations of transitions** |  |

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| **Key Priority Two: Wellbeing (pupils, staff and families)**  **Rationale: In order to learn we need to be “ready to learn”. Our new curriculum supports learners to engage in learning which meets their needs and is motivating and relevant. To be ready to learn we need to reduce dysregulation and improve wellbeing for our pupils but also for those supporting our pupils e.g. staff and families.** | | | | | | | | |
| **Overall Aim: By June 2025, there will be a reduction in the number of incidents recorded related to dysregulation, staff and families will feel more confident in supporting wellbeing and will report that their wellbeing has improved as a result of pupils being more regulated in all environments.** | | | | | | | | |
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| **Objective**  ***What will change? When, who, what, by how much?*** | **Intended Outcomes**  ***What will happen as a result of the objective?*** | **Key Improvement Activity**  ***What approaches or interventions will be in place? (May be Universal or Targeted)*** | | **Measures**  ***How will you measure the intended outcomes?*** | | **Key Personnel** | **Monitoring**  ***Is the activity happening as planned?*** | **Progress & Impact** |
| **By June 2025, the number of incidents recorded relating to pupil dysregulation will decrease.**  **(Value – Fun & Inspiring)**  **By June 2025, all staff will have an increased understanding of how to build nurturing relationships and relate this to their own practice.**  **(Value – Rights Respecting/Respectful)**  **(Nurture Principle: 3, 4 & 5)** | **Leaners will be more regulated and where appropriate understand how to best support their own wellbeing and staff/families will know a range of regulation strategies and be aware of likes/dislikes and what engagement looks like.**  **Practitioners will report an increase in their knowledge and understanding of nurture and the underpinning ethos and values.**  **Practitioners will report an increase in confidence and skills relating to inclusive and relational practice which is benefitting children and young people within their settings.**  **Nurturing interventions will enhancing progression in learning for targeted pupils by increasing participation and engagement.** | **Continue to embed Low Arousal Approach– share more widely with partners.**  **All staff to have CALM theory. Discussions in CALM practical sessions around how to avoid using PI.**  **Continued focus on staff modelling regulation and positive relationships/communication.**  **Continue to embed work on Emotion Works and support pupils using positive behaviour support plan (team meeting discussions)**  **Term 1 focus – Connect with me – universal approach across the school to find out what pupils like/dislike, what does engagement look like for each pupil discussions with families – build up this profile in order to build positive learning experiences**  **Core Staff training in Nurturing Relationships (13thAugust 2024) – related to what we already do.**  **Continue to work with the Clown Doctors and evaluate the impact of their work with staff and families.**  **Work will have commenced on the Big Motor Movement room and impact begin to be recorded.** | | **Classroom observations**  **Baseline nurture questionnaires (April 2024), observations and further survey information (April 2025)**  **Evaluation of data related to DASH and CALM. (Stretch aim)**  **Observation of Connect with Me documents**  **Feedback from Clown Doctors**  **Observation in Big Motor Room** | | **All staff**  **SMT**  **Nurture group** | **Regular review of DASH Data.**  **Monitor of CALM**  **Through debrief discussions after incidents**  **Surveys**  **Observations**  **Nurture group meetings** |  |

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| **Key Priority Three: Learning and teaching and universal approaches**  **Rationale: To support wellbeing and excellent learning and teaching we will ensure that there is a consistent understanding of universal approaches in regards to learning and teaching, the learning environment and support available.** | | | | | | | | |
| **Overall Aim: By June 2025, there will be clear documentation developed and adopted by all staff which outlines the universal Fairview Way to support pupils by setting out clear expectations around the environment, high quality learning and teaching and universal approaches to support our pupils to be the best they can be.** | | | | | | | | |
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| **By June 2025 Fairview School will have developed, in consultation with staff, families, pupils and families a suite of documents related to the Universal offer at Fairview School.**  **These will include the universal environment, universal approaches, a universal understanding of what high quality learning and teaching looks like – all of the above will link in with our work on embedding our values, nurturing relationships and Rights Respecting Schools.**  **(Value: Respecting, Ambitious)**  **Nurture Principle: 2)** | **All learners will experience a universal classroom environment to best support needs.**  **Some learners will experience further targeted enhancements to their learning environment to best meet their learning experiences.**  **All learners will have access to a universal range of supports to support their learning.**  **Some learners will experience further targeted supports to best meet their learning needs.**  **All learners will experience high quality learning and teaching experiences.**  **The learning community will be involved in the creation of what the Fairview Universal offer is in order to best support learner needs.**  **The learning community will be involved in the embedding of the Fairview Vision and Values, Nurturing Relationship work and the continuation of the Rights Respecting Schools journey to enhance the learning journey of all pupils.** | **Development of Universal offer documents through consultation with learning community. – Univeral environment, Universal Supports, High Quality Learning and Teaching (to revisit). Consultation will take place through Teacher meetings, inset day work, team discussion, parent council meetings and surveys to wider parent body and information shared on newsletters.**  **Link to new Child Plan paperwork.**  **Pupil group to make animation film related to Values – other possible projects e.g. musician in residence and Museum link. Focus of Values in Get Together along with Rights,**  **Develop further awareness of UNCRC and develop a board of you said we did and ensure families aware of our journey through displays and newsletters and other whole school events.** | | **Classroom observations**  **Review of consultation documents**  **Inset day feedback and work completed.**  **Teacher development work**  **Displays**  **Surveys** | | **Learning Community**  **(stretch aim)**  **Parent Council**  **Staff body**  **Pupils**  **Inclusion Ambassadors/Pupil council**  **Rights Respecting School leads**  **SMT** | **Review progress termly**  **Classroom observations**  **Review of CYPP paperwork and in PT meetings**  **Review at Teacher meetings and through briefings/inset days** |  |