

SOUTHCRAIG SCHOOL



Standards & Quality Report Session 2024-25

Introduction

I am delighted to introduce this report on standards and quality in Southcraig School for session 2024-25. In this report, I will highlight strengths in key areas of our work and share with you our priorities for the coming year. The main aim of the school is to provide a secure, inclusive and happy environment in which learners develop independence and skills, making the most of their individual talents, interests and abilities. We provide high quality support to our young people to ensure that they move on to positive destinations beyond school.

Context of the school

Southcraig School is a non-denominational specialist provision. Southcraig is part of the Belmont cluster of schools. It serves South Ayrshire and provides education for pupils aged 5 to 18 years. Pupils have a diverse range of additional support needs including significant health & medical needs, physical, sensory, communication, cognitive and emotional support needs. The roll in 2024-25 was 103.

Staff members have a clear understanding of their roles and responsibilities. This ensures that everyone is aware of the needs of the whole child and their family. In 2024-25, there were 25fte teachers, 10 specialist support assistants and 28 school assistants. The school has a Parent Council (Friends of Southcraig) and strong, effective links with a range of agencies and organisations all involved in supporting our children and young people.

Our provision is located over two wings. In 2024-25, the north wing provided accommodation for 7 primary classes and 3 secondary classes. The south wing provided accommodation for 4 secondary classes.

In addition, the following accommodation provided additional resources and areas for learning and teaching: Gym hall, Immersive room, Softplay room, Swimming pool, Rebound room, Lifeskills kitchen, Lifeskills room, Sensory Garden, Memory Garden & Allotment areas.

Partnership is a very high area of priority within the school and I would like to extend my thanks to all staff for their considerable commitment and dedication which is reflected in this report and also to the parents, carers and all those who work in partnership with us.

Jane Gordon (Head Teacher)

Our Vision

'At Southcraig School, we work together to provide an inclusive learning environment where everyone is valued and achievements are celebrated. We are committed to ensuring success, equity and wellbeing for all'


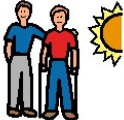



Our Motto

Our Motto was chosen by pupils and represents our partnerships between pupils, staff, families, partners, and our local and wider community.



Our Values

Our values reflect what we believe creates a positive and nurturing ethos within the school:

	Happiness
	Respect
	Independence
	Inclusion
	Communication

Our Aims

1. We aim to celebrate achievements and success:

- Through displays and presentations in school and the wider community.
- With praise and weekly assemblies.

2. We aim to identify the needs of each learner through:

- Careful assessment and identification of strengths and development needs.
- Monitoring learners' achievements closely.

3. We aim to develop each child to their fullest potential by:

- Providing high quality learning and teaching through a variety of experiences.
- Encouraging and supporting each learner to work to the best of his/her ability.
- Ensuring every learner benefits from education by paying particular attention to their additional support needs

4. We aim to provide a supportive, caring environment by:

- Striving to achieve an attractive, stimulating and safe school environment.
- Providing support to learners and their families.
- Applying nurture principles across the school.

5. We aim to help each child achieve greater independence and self-motivation by:

- Providing opportunities which encourage independence in all learners
- Encouraging greater awareness of self and others

6. We aim to build on partnerships with parents, the wider community and others associated with the school by:

- Keeping parents/carers fully informed through reports, newsletters and daily diaries
- Actively involving parents/carers in their children's education
- Raising awareness of the work of the school in the local community.

What key outcomes have we achieved?

School Priority 1: Improvements in Learning, Teaching and Engagement	
NIF Priority: <i>Improvement in attainment, particularly in literacy and numeracy.</i>	Links to HGIOS 4: 1.2, 1.4, 2.3, 3.2
<p>Progress and Impact:</p> <ul style="list-style-type: none"> Our curriculum continues to provide a broad range of challenging experiences which our young people enjoy. Tasks are set at the right level and pace to ensure learners are supported and challenged. Our curriculum is planned across the four contexts for learning, from BGE to Senior Phase. All pupils have an Individualised Education Plan with targets set in three core areas of the Curriculum : Literacy & Communication; Numeracy & Lifeskills Maths and Health & Wellbeing. All other areas of the curriculum are covered through detailed planning and IDL thematic work. For next session, we have changed the IEPs to Learning Plans with the following areas: <ul style="list-style-type: none"> <i>*Communication, Interaction and Functional Literacy skills</i> <i>*Thinking, Problem Solving and Functional Numeracy skills</i> <i>*Wellbeing</i> <i>*Independence and Vocational Skills</i> This takes account of our Core Curriculum when target setting. Pupils in S4 - S6 attain well in a wide range of Scottish Qualification Authority courses and units across a number of subject areas at National 1 and 2. We value and support the achievements all our learners make and commend them in their determination to achieve all that they can. We are extremely proud of the attainments and achievements of our learners. The school has a strong culture of achievement for all. Figures in senior phase SQA qualifications and personal achievements for 2024-25: 	

	No. of pupils	No of units achieved
National 1 units	29	264
National 2 units	13	52
National 1 Personal Achievement Award	15	Bronze 10 Silver 2 Gold 3
National 2 Personal Achievement Award	11	Bronze 2 Silver 4 Gold 5
National 1 Adult Learning & Transition Award	16	Bronze 7 Gold 9
National 2 Personal Development Award	3	3 awards
ASDAN Towards Independence	13	35 modules
Duke of Edinburgh Award	8	Bronze 8

- 100% of learners in S4 - S6 achieved relevant SQA qualifications/awards.
- Our pupils move on to positive destinations post-school. In 2024-25, there were eleven leavers. Five pupils moved on to college and six pupils moved on to SAC day opportunity services.
- Pupils in the Broad General Education continue to experience active maths and literacy sessions.
- Pupils working at pre-early level follow Foundation Milestones which recognises their small steps.
- Our Core Curriculum framework also ensures that we recognise and plan for all the learning opportunities throughout the day, which build on learners' skills.
- Sensory profiles ensure that we get it right for our learners. We are developing our sensory toolkit for staff to best support learners.
- A variety of learning and teaching approaches are used across the school, which includes the use of specialist resources to allow pupils to access the curriculum.
- We use the BSquared Connecting Steps and Evisense platforms to evidence and track planned learning for individual pupils. This session we introduced Evisense to our families. We use this platform for home-school diaries, to share learning and to track and monitor progress

across learning targets, personal achievements and the wider curriculum.

- Sensory Stories support literacy across the school, particularly for experiential learners
- SAC funded the use of Charanga to engage pupils in music. Some teachers participated in training and use the platform to enhance experience in music.
- The priorities in the School Improvement Plan have been progressed systematically and collegiately through the working groups. Working groups have been led by practitioners, with SLT overseeing.
- We take pride in our encouragement and promotion of Communication and Interaction. We support our pupils to communicate effectively, express themselves and make choices and decisions. We have a Total Communication approach across the school ensuring that our learners have a voice and are supported in their learning. In 2024-25 we funded an acting Principal Teacher post with a remit in Communication. We achieved our first badge towards SAC's Communication Friendly Schools award. We have seen a huge impact on our learners through this consistent approach.
- Due to the CFS approaches, our displays are more consistent and are more meaningful to our learners.
- We have an on-site Makaton Tutor, ensuring that Makaton is embedded across classes and in the life of the school. We have a strong partnership with a local primary school, from which a class attend fortnightly Makaton sessions, learning with our pupils. We have participated in joint events such as church services.
- We have nurtured a strong sense of partnership between our school and our families, and this lies at the heart of the children's happiness and success. Parents/carers obviously have the most powerful influence on their child's development and we aim to help parents 'belong' and to feel that Southcraig is their school too.
- Some parents/carers are members of our Friends of Southcraig group (Parent Council). We would like to engage more families next session.
- Our Family Learning programmes promote meaningful engagement with our families. In 2024-25 families were invited along to two of our Curiosity & Creativity days, at which they could explore and learn along with their children. Feedback was very positive.
- The school continues to make effective use of ICT to enrich and enhance pupils' learning experiences. This session we have fully

implemented the use of Grid3 in our classrooms to support learning, choice making and routines. Staff make full use of visual timetables and social stories to help pupils' understanding of the school day.

Parents/carers are consulted on sensitive issues such as puberty and behaviour.

- Young people are encouraged and supported to communicate in a way which suits them, including the use of symbols and objects of reference.
- This session, we piloted the SCERTS approach in two of our classrooms (Class 1 and S4). This has made a positive impact on the learners and has built staff confidence in meeting the needs of all pupils.

Next Steps

- *To continue to work towards SAC Communication Friendly Award with a focus on Supportive Learning Approaches and Adult Interactions*
- *To roll out the SCERTS approach across another four classes.*
- *To engage more parents/carers in Friends of Southcraig and the life and work of the school.*

School Priority 2 : Health and Wellbeing for all

NIF Priority: *Improvement in children's and young people's health and wellbeing*

Links to HGIOS 4: 1.3, 2.1, 2.2, 2.7, 3.1

Progress and Impact:

- Child Protection arrangements are robust; staff receive annual training and are updated as required.
- The care and welfare of our school community is of the utmost importance. We have effective systems in place for reporting and responding to wellbeing concerns.
- In 2024-25 we have been working towards our Gold Rights Respecting Schools award. We celebrate our Article of the Week through assemblies. We have hosted school events with a focus on Children's Rights including one of our Curiosity & Creativity Days. Children's rights are also highlighted on our displays. Our Southcraig Speaks steering group was formed and have contributed to assemblies and decision making.
- Staff are supported in developing positive relationships in order to manage behaviour. We have continued our staff training programme with a focus on relationships. We are currently developing a relationships toolkit to support staff in their daily practice.

- Staff are very sensitive when dealing with emotional, physical and social needs of the children.
- Partnerships with Allied Health Professionals, Social Work and staff ensure we have a greater understanding of our roles and ways of delivering services to meet the needs of our children and young people.
- The school fully supports senior pupils who are in transition to adult services. Detailed transition plans are in place to ensure that senior pupils take advantage of the support services, choices and chances available post school.
- We continue to provide high levels of support for families of children and young people going through transition (starting school and moving on from school).
- Pupils have a variety of opportunities to participate in interventions funded by Pupil Equity Fund including Southcraig Goes Pop band, Music therapy, Rebound therapy, Horse Riding, Sing with Saffy etc. to promote their independence and help them overcome personal barriers.
- We have high expectations for every one of our children and young people. Their needs are unique, special and central to everything we do.
- We are a very inclusive learning community, where everyone is valued.
- Our school is an exciting place to be, and there is always something happening to enhance an already enriched curriculum. We strive to bring the curriculum to life and make learning fun for everyone. We believe that learning is accelerated through creative learning experiences and opportunities e.g. World Book Day, Summer Fun Day, Christmas Fayre, Burns' Lunch etc. Everyone is included and has key opportunities to look forward to throughout the year.
- Pupil achievement is also recognised through school celebrations, certification, displays and informally through verbal praise and encouragement. We recognise that the health and wellbeing of our children informs all of their learning, currently, and in future destinations. In addition, we acknowledge the value attached to rewarding achievement as children and young people journey through school.
- Our 'Star of Southcraig' award has continued to be successful. Pupils will continue this award throughout their school journey, participating in various challenges.
- Our 'Southcraig Goes Pop' band, supported by a local musician, has continued to build confidence in some of our learners, performing live at our summer celebrations.

- We celebrated diversity this session with our Summer Carnival. Our young people enjoyed celebrating differences promoting an ethos of acceptance in our school community.
- We are proud that our pupils have opportunities for awards in personal achievements. There are also many more opportunities for personal achievement through programmes such as rebound therapy, progression in swimming, horse riding, Ayr United Football Academy etc.

Personal Achievements in BGE 2024-25:

Session: 2024/25		
Personal Achievement	BGE Stage(s)	Number of Learners Participating
Hi Five	P1- 4	23
RSPB	P5-7	23
JASS	S1-3	24
ASDAN	S1-3	25
Star of Southcraig	School Journey from P1	17

- Pupils contribute to the life of the school through the RSS steering group. In 2024-25 we had a Captain and a Depute Captain who assisted in various activities and events. Our pupils also contribute to assemblies, through a range of topics. Two of our senior pupils sit on SAC Youth Council.
- Good links continue to be established with Ayrshire College. In 2024-25 16 senior pupils attended college classes, taking part in various classes including Art, Drama, ICT, gardening, hospitality and construction.
- Children and young people develop skills for learning and skills for life through the broad range of activities accessed in activities out with the classroom and through community involvement.
- Senior pupils benefit from relevant work experience opportunities. In 2024-25 five senior pupils participated in SAC Workout programme. A further four pupils participated in work experience opportunities.
- We support work experience pupils from local secondary schools and have regular volunteers from schools to support our school events.
- One class participated in an intergenerational project 'Little Hands Big Hands'. Our children teach Makaton signs to the residents of a nursing home through songs and stories. Feedback has been very positive.
- In 2024-25 our Developing the Young Workforce funding continued to facilitate three enterprise projects, established by senior phase pupils: The Sunshine Café, Marvelous Makers and Southcraig Market Garden.

Our young people's skills have developed as we take the projects forward.

- Pupil Equity funding enables staffing enhancements for our project-based groups and communication initiatives.
- Many pupils take part in our inclusive 'choir' . Pupils come together and have lots of fun, building on their confidence and on our positive community spirit.
- This session we have worked with a Psychological Wellbeing Practitioner from the Exchange. She focused on supporting our leavers group with anxieties, and a primary group with building friendships. We will continue to build on this partnership next session.
- We participated, as a whole school, in the Provost Footprint Challenge this session. We made a video showing all we had achieved which was shared with our school community. A group of our senior pupils presented at the event, along with all mainstream secondary schools. We were extremely proud of how confident they were!

Next Steps

- *To achieve Rights Respecting Schools Gold Award*
- *To maintain our Green Flag status and develop our Eco Curriculum*

School Priority 3 : Positive Relationships

NIF Priority: *Improvement in children and young people's health and wellbeing*

Links to HGIOS 4: 1.3, 2.1, 2.4, 3.1

Progress and Impact:

- The Zones of Regulation programme is used across the school, differentiated to the needs of each class, to support pupils in self or co-regulation.
- We have a Relationships policy, promoting positive relationships across the school, and equipping staff to manage behaviours.
- Our primary pupils have Boxall profiles, with associated HWB targets. Our friendship groups and wellbeing activities allowed the children to work on these targets, impacting on their wellbeing.
- We continued to work with Autism specialist Tanya Tenant. Tanya supported staff in classes to understand Autism and the associated barriers, including anxiety. Tanya also worked with parents to support them with daily living and boundaries at home.

Next Steps

- To further implement Boxall profiles, completing them for secondary pupils, with associated HWB targets.
- To continue to develop our positive relationships 'toolkit' for staff.

School Priority 4: Developing our Curriculum

NIF Priority: Improvement in attainment, particularly in literacy and numeracy

Links to HGIOS 4: 1.1, 2.2, 2.3, 3.2

Progress and Impact:

- Our Core Curriculum continues to ensure that staff recognise and plan for learning opportunities throughout daily routines.
- We have overarching strategies in place for Literacy, Numeracy and Health & Wellbeing.
- Our Quality Frameworks and Teacher Guidance ensure that staff are clear on expectations and standards for planning, teaching and assessment.
- Each pupil has an Individualised Education Plan and a detailed Pupil Profile, ensuring a holistic view of each child and how best to support their needs. Number of targets set and achieved in 2024-25:

	No of targets set	No of targets achieved	% achieved
Literacy/ Communication	296	288	97%
Numeracy/ Life skills Maths	191	180	94%
Health & Wellbeing	351	324	92%

- We continue to use the BSquared and Evisense platforms to show evidence of planned learning, and track progress towards targets.
- Learning is enhanced by the use of Digital Technologies including Grid3, Boardmaker and Clicker.
- In 2024-25 a working party continued to promote play-based pedagogy through planning eight themed Curiosity & Creativity days. These were linked to RSS and Eco Schools. Families were invited along to two of these events.

Next Steps:

- *To explore and review our curriculum across the school considering the changing needs of our learners (fitting in with our Core Curriculum)*
- *Develop the use of the Equals Framework, including staff training.*
- *To refresh and build on curricular pathways across the school, including DYW and Meta Skills progression*
- *To work with Lightyear Foundation STEM project ambassador to build creative and motivating approaches to STEM curriculum (Senior phase)*

Evaluation Summary

Quality Indicator	School Self Evaluation
<p>1.3 Leadership of change</p> <ul style="list-style-type: none"> ➤ <i>Developing a shared vision, values and aims relevant to the school and its community</i> ➤ <i>Strategic planning for continuous improvement</i> ➤ <i>Implementing improvement and change</i> 	<ul style="list-style-type: none"> • Staff are involved in self-evaluation which drives our School Improvement Plan. • Class teams complete a self-evaluation, based on HGIOS4, twice per year. This is validated by SLT class visits and learning walks. • Our Vision and Values are meaningful and relevant to the context of our school. • There are regular CLPL opportunities, based on staff training needs and interests. Staff have the opportunity to share knowledge and skills. • A robust monitoring programme is in place and staff are aware of expectations. • SIP working groups are established for each improvement priority. Groups are led by teachers, with senior leaders having an overview. Working groups have ownership

	<p>of SIP priorities, and work productively and effectively.</p> <ul style="list-style-type: none"> • There are opportunities for leadership at all levels. Leadership of learning is encouraged and promoted. Staff at all levels are developing skills and expertise and are confident and motivated to lead initiatives and developments. • The Senior Leadership Team are outward looking. They take opportunities to visit other schools to share good practice. They attend national conferences to keep abreast of current policy and practice. • There are effective partnerships with other schools including Ayr Academy and Holmston primary school. • SLT meet regularly with each class team to discuss pupils and how we can best support them. • Each SLT member has responsibility for specific classes, to enable them to oversee and react to issues arising. • The Leadership Team meet regularly to discuss matters arising across the school and improvement priorities. • There are many opportunities for leadership for our learners through Southcraig Speaks, Enterprise groups, leading assemblies, charity work, responsibilities etc.
<p>2.3 Learning, teaching & assessment</p> <ul style="list-style-type: none"> ➤ <i>Learning and engagement</i> ➤ <i>Quality of teaching</i> 	<ul style="list-style-type: none"> • Approaches to learning and teaching are flexible and creative to ensure children and young people are engaged and motivated in their learning. • Enterprise activities extend and enhance learning for our pupils.

<ul style="list-style-type: none"> ➤ <i>Effective use of assessment</i> ➤ <i>Planning, tracking and monitoring</i> 	<ul style="list-style-type: none"> • Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. • Learners experience choices in their learning throughout the day, encouraging a level of independence in their own learning. • Our learners contribute to the school and the wider community through a range of planned activities and pupil groups. • A variety of assessment approaches are used, including the use of observational assessment, in different contexts across the curriculum.
<p>3.1 Ensuring wellbeing, equity and inclusion</p> <ul style="list-style-type: none"> ➤ <i>Wellbeing</i> ➤ <i>Fulfilment of statutory duties</i> ➤ <i>Inclusion and equality</i> 	<ul style="list-style-type: none"> • Our values are reflected in our climate with all pupils being included. • We continue to develop ways of consulting with pupils in meaningful and appropriate ways. • Staff celebrate diversity with our children and young people. Nothing becomes a barrier to participation and inclusion. • Positive relationships are promoted and valued. • Pastoral care system is in place, with members of SLT monitoring individuals and groups of pupils. • Our children and young people are supported to do their very best, despite any barriers to their learning. • Outdoor learning is used to motivate pupils and to encourage them to play an active part in caring for the school and local community.

3.2 Raising attainment and achievement

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

- Working groups take forward SIP priorities.
- Each pupil has an Individualised Education Plan, which identifies specific targets. These are monitored over the year, taking prior knowledge and experience fully into account.
- Each pupil has a detailed profile, highlighting how their needs can be best met including health needs, communication needs and sensory needs, and also support plans for behaviour, eating & drinking and any moving & handling requirements.
- BSquared and Evisense platforms are used to track and monitor progress of pupils over time.
- We have robust systems in place to support young people through transition and into positive destinations beyond school.
- Our young people achieve a range of skills and attributes through a wide range of motivating activities. We are continuing to develop our learning pathways across the school, ensuring a coherent approach.

What are our key priorities for improvement in 2025-26

- *To continue to work towards South Ayrshire Communication Friendly Award with a focus on Supportive Learning Approaches and Adult Interactions*
- *To roll out the SCERTS approach across four more classes*
- *Achieve and maintain RSS Gold Award*
- *To maintain Green Flag status and develop Eco Curriculum*

- *To implement Boxall profiles with secondary pupils*
- *Explore and review our curriculum, including Equals Framework*
- *To build on our curriculum pathways*
- *Extend confidence in creating learning and teaching approaches*
- *Continue to embed moderation approaches*
- *Support teachers through mentorship programme and book club.*
- *Further develop relationships toolkit and sensory toolkit*

What is our capacity for improvement?

In 2024-25 our Improvement Plan impacted well on improving experiences for our children and young people across the school. Our Improvement Plan for 2025-26 will continue to focus on our journey to excellence, through a shared vision and set of solid values.

Through continuous self-evaluation and review, and with the support of parents/carers, partners, the community and the local authority, the school will continue to improve, providing the very best learning experiences for our children and young people.