

Southcraig School



Standards & Quality Report Session 2025-2026

Introduction

I am delighted to introduce this report on standards and quality in Southcraig School for session 2025-26. 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 reach their full potential and move on to positive destinations beyond school.

Context of the school

Southcraig School is a non-denominational specialist provision. 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 2025/26 was 103.

All 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 2025/26, there were 25.6fte teachers, 7.8fte specialist support assistants and 28fte 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 2025-26 the north wing provided accommodation for 6 primary classes and 4 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, Softplay, Swimming pool, Rebound Therapy room, Lifeskills kitchen, Lifeskills room, Therapy room, Wellbeing Hub, Sensory 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 our families 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'

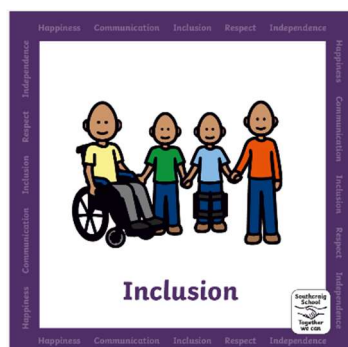
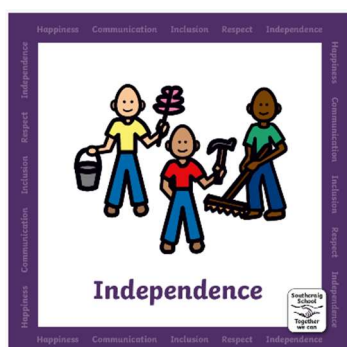
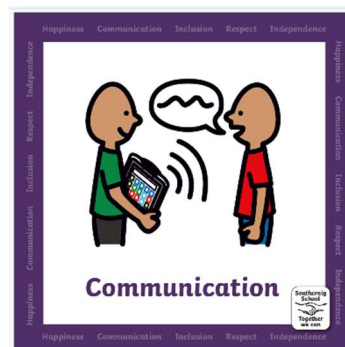
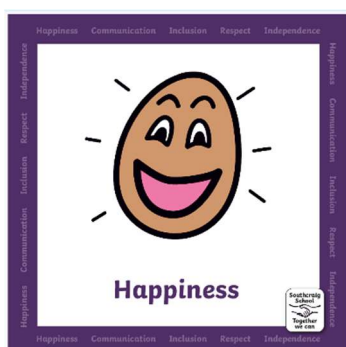
Our Motto

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 our school:



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 Evisense
- 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 in 2025-2026?

School Priority 1: Improvements in Learning, Teaching and Engagement

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

Links to HGIOS 4: 1.2, 1.4, 2.3, 3.2

Progress and Impact:

- Our curriculum continues to provide a broad range of experiences which our young people enjoy. Our curriculum is planned across the four contexts for learning, from BGE to Senior Phase.
- All pupils have a Learning Plan with targets set in four core areas: My Communication, Interaction & Functional Literacy Skills, My Thinking, Problem Solving & Functional Numeracy Skills, My Wellbeing and My Independence & Vocational Skills.
- All other areas of the curriculum are covered through detailed planning and IDL thematic work.
- Pupils in S4 - S6 attain well in a wide range of SQA 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 2025-26:

	No. of pupils	No of units achieved
National 1 units	28	205
National 2 units	7	8
National 1 Personal Achievement Award	24	Bronze 12 Silver 9 Gold 3
National 2 Personal Achievement Award	3	Gold 3
ASDAN Towards Independence	23	54

- 100% of learners in S4 – S6 achieved relevant SQA qualifications/awards.
- Our pupils move on to positive destinations post-school. In 2025/26, there were six leavers. Five young people moved on to Day Opportunities and one young person moved on to Community Supports.
- 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 of achievement.
- 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 continuing to develop 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. 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. Most of our families have engaged very positively with Evisense this session.
- 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. We are continuing to work towards badges for SAC's Communication Friendly Schools award.
- 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 also 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 continue to find ways to involve more parents in the life and work of the school.
- Our Family Learning programmes promote meaningful engagement with our families. In 2025/26 families were invited along to two of our Curiosity & Creativity days (literacy & numeracy and sensory play), at which they could explore and learn along with their children. Feedback was very positive.
- The school continues to make effective use of technologies to enrich and enhance pupils' learning experiences. We have embedded 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, signing and objects of reference.
- We have continued to implement the SCERTS approach in some classrooms. This has made a positive impact on the learners and has built staff confidence in meeting the needs of all pupils. We have also identified the communication stages of all learners across the school to better understand how best to support them. We will continue to roll out the SCERTS approach next session.

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. We monitor wellbeing concerns across the school and take appropriate action as required.

- In 2025-26 we gained our Gold Rights Respecting Schools award. We celebrated our Right of the Week through assemblies. We hosted school events with a focus on Children's Rights. We will continue to maintain our Gold RSS status and take forward pupil voice next session.
- Staff are supported in developing positive relationships in order to manage behaviour. We have a Relationships policy, promoting positive relationships across the school, and equipping staff to manage distressed behaviours.
- 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 Zones of Regulation programme continues to be used across the school, differentiated to the needs of each class, to support pupils in self or co-regulation.
- Our primary pupils have Boxall profiles, with associated wellbeing targets. Our friendship groups and wellbeing activities allow the children to work on these targets, impacting positively on their wellbeing.
- In 2025-26 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.
- 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 continued to provide high levels of support for families of children and young people going through transition (starting school and moving on from school).
- Pupils had a variety of opportunities to participate in interventions funded by Pupil Equity Fund including Southcraig Rocks 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. Next session, we will streamline our Star of Southcraig pathway, linking it to our Core Curriculum.
- 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 2025/26:

Session: 2025/26		
Personal Achievement	BGE Stage(s)	Number of Learners Participating
Hi Five	P1- 4	25
RSPB	P5-7	20
JASS	S1-3	27
ASDAN	S1-3	27
Star of Southcraig	School Journey from P1	25

- Pupils contribute to the life of the school. In 2025-26 we had a Captain and a Depute Captain who assisted in various activities and events. Our pupils also contributed to assemblies, through a range of topics. Two of our senior pupils were involved with SAC Youth Council.
- Good links continue to be established with Ayrshire College. In 2025-26 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 2025-26 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 continued to participate 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 and we will continue the project next session.
- In 2025-26 our Developing the Young Workforce projects continued in our Senior Phase: The Sunshine Café, Marvelous Makers and Southcraig Market Garden. Our young people's skills have continued to develop 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!

School Priority 3: 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.

- Our 'Southcraig Way' ensures that staff are clear on expectations and standards for planning, teaching and assessment.
- Each pupil has a Learning 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 2025-26:

	No of targets set	No of targets achieved	% achieved
Communication, Interaction and Literacy Skills	724	606	84%
Thinking, Problem Solving and Numeracy Skills	585	489	84%
Wellbeing	660	525	80%
Independence and Vocational Skills	607	498	82%

- 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.
- Staff received training on the Equals Framework and we purchased resources. We will explore and engage with the materials next session.
- Staff also received training on the use of Intensive Interaction to understand and meet the needs of learners.
- We have provided opportunities for moderation across the school to promote a shared understanding of what success looks like. This has included moderating learning plan targets and Evisense.
- Our new teachers took part in a Mentorship programme, supporting them to understand standards and expectations in our 'Southcraig Way'.

Evaluation Summary

Evaluation is based on the summary of findings from our HMI inspection in September 2025:

1.3 Leadership of Change	GOOD
<i>The Head Teacher and Depute Head Teachers are well respected in the school. They are highly visible and lead the school community effectively. Almost all staff have a strong understanding of the context of the school and the needs of learners. Parents hold in high regard the support that learners and their families receive from staff. Overall, parents feel that the school is led and managed well. Almost all teachers and support staff find it rewarding to be a part of the Southcraig School community.</i>	

The school values are central to the positive and nurturing ethos within the school. Staff are highly attuned to the needs of learners and offer sensitive, compassionate support. Staff show respect, communicate confidently, and take responsibility for ensuring positive outcomes for children and young people. Staff are supporting children and young people well to develop key life skills and contribute to the school, and the wider community.

Senior leaders have developed well their approaches to monitoring and evaluating the work of the school. Most staff are actively involved in the school's ongoing self-evaluation. Senior leaders provide valuable regular and frequent feedback to staff through recorded professional dialogue meetings and during learning walk observations. This is supporting teachers well to gain a clearer understanding of their strengths and areas for development.

All teachers take part in meaningful annual professional review and development meetings with senior leaders. They reflect on the impact of their professional learning from the previous session and plan their personal priorities for the year ahead. Staff are strengthening their professional knowledge and adapting effectively to the diverse and changing needs of learners. The school has introduced an effective mentoring programme to support new teachers, helping them to be better equipped to meet learners' needs.

Children and young people are supported appropriately to make choices in their class-based learning. A few young people participate very well in the 'Southcraig Speaks' group which is developing further their voice in decision-making. They help to lead assemblies, have responsibilities around the school and represent effectively the school at events, including at the local authority Youth Council. Staff organise elections for children and young people to select school captains and vice-captains.

Senior leaders use Pupil Equity Fund (PEF) to fund a range of interventions including curriculum development, communication in classrooms and lifeskills projects. Children and young people are benefitting from PEF-funded therapeutic interventions which improve their wellbeing.

Senior leaders work well with the Parent Council, 'Friends of Southcraig', to promote positive relationships between the school and parents. The 'Friends of Southcraig' supports the work of the school by contributing to fundraising and community activities to provide additional opportunities for children and young people.

NEXT STEPS:

- Continue to enhance pupil voice and leadership for children and young people across the school.
- Continue to review processes for the strategic planning of PEF, consulting parents and staff.
- Further develop professional enquiry and collegiate working opportunities, including with colleagues in other ASN provisions.
- Build on progress made to further strengthen parents' role in leading change
- Make good use of data gathered to inform school improvement plan priorities.

2.3 Learning, Teaching and Assessment

GOOD

The Senior Leadership Team has created a positive school culture based on respecting children's rights, which all staff understand and follow. Staff help children and young people to build strong relationships across the school. Staff consistently support and care for learners very well. They help children and young people engage well in their learning. Staff are skilled at noticing when learners may be feeling unsettled or need sensory support and respond quickly to reengage them in planned learning. Children and young people are positive about their school experience and show enthusiasm for learning.

Staff use the 'Southcraig Way' effectively to apply the school's vision and ensure consistency across practice. They create well-equipped, predictable learning spaces that help children and young people feel secure and ready to learn. In most classrooms staff have developed a consistent approach to communication which supports children and young people's learning and transitions across the school day. This helps most children and young people remain calm during less predictable moments of the school day.

All staff have detailed knowledge about the needs of individual children and young people. They use pupil profiles well to bring together important information from a range of documents. These overviews help staff to understand how to support children and young people to be successful in their learning. Staff have high aspirations for what children and young people can learn at school and believe strongly in the school motto "Together We Can". They make effective use of the learning spaces beyond the classroom, such as the swimming pool, outdoor areas and rebound room. They use these well to support children and young people's health and wellbeing. Staff are using the school's policy for curriculum development well to provide learning opportunities across all points of the school day, including at lunch, personal care and play times. Staff work effectively with partners to provide a wide range of experiences where children and young people gain important skills. For example, there are positive and engaging experiences being provided such as Music Therapy, horse riding and intergenerational projects.

In almost all lessons, teachers offer clear instructions and explanations about the purpose for the lesson. They discuss with learners how to be successful in their learning. The majority of teachers use questioning effectively to check routinely understanding and encourage recall of information. All staff are aware of the need to focus appropriately on developing skills rather than simply completion of a task.

Almost all teachers use available digital resources and tools effectively to enhance children and young people's learning experiences. This includes augmentative and alternative communication (AAC), tablets and digital teaching boards. All staff refer to visual timetables and symbols to support learners' communication and understanding. In most lessons, there is regular and purposeful use of signing approaches to support learners' communication. The majority of learners have appropriate access to communication aids that help them make choices and express themselves throughout the school day.

Teachers use the school's guidance well to assess accurately children and young people's progress. They gather evidence from a range of sources to support increasingly reliable judgements and build baseline information about learners' levels of attainment. They use this effectively to inform planning for next steps. Teachers and senior leaders take part in regular professional dialogue to review assessment data and plan how best to support learners.

Most broad general education (BGE) teachers use a range of formative and summative assessment approaches well to track progress in literacy, numeracy and health and wellbeing. They are beginning to improve assessment for learners at the foundation and milestones levels.

All senior phase teachers have a strong understanding of Scottish Qualifications Authority (SQA) National Qualifications (NQs) assessment standards. They plan learning around individual needs to prepare young people for leaving school. They appropriately focus on developing learners' independence and skills for life. They work well with other schools to moderate and verify assessments, which improves their professional judgment. This ensures that young people are challenged appropriately across all curriculum areas in the senior phase.

All staff use Pupil Profile documents effectively to plan for individual children and young people's learning and care needs. Most teachers use their knowledge of the needs of children and young people to make appropriate adjustments for individual learners. They use this information to plan targeted interventions to support children and young people with their individual learning needs.

Staff provide parents with helpful information about their child's progress and next steps in learning. Parents have an improved understanding of the strengths of their child and how they can support their child develop skills at home. Teachers use an online tracking system and a range of summative tracking tools increasingly well to monitor learners' progress.

NEXT STEPS:

- Develop further and consistently apply communication strategies that meet each learner's individual needs.
- Continue to develop the communication strategy across the school, including the planning and assessment of signed communication.
- Further develop differentiated approaches to learning and teaching.
- Continue to ensure the assessment of progress is an integral part of planned learning, embedding consistency around assessment approaches.
- Engage in moderation activities with colleagues from other ASN provisions. .

3.1 Ensuring wellbeing, equity and inclusion

VERY GOOD

Senior leaders and staff ensure that the wellbeing of children and young people is an integral feature of school life. As a result, children and young people feel safe and experience high quality support. They identify adults to approach when they need help. They have a strong sense of value and belonging to the school community. They develop appropriately their awareness of safety, including how to manage everyday risks and build social confidence and friendships.

Children and young people enjoy school and engage very well in activities that support their physical wellbeing, for example, swimming, dancing and outdoor play. Staff ensure children and young people's health needs do not prevent participation in these activities. Recently, many families used the school swimming pool during the school holiday period. This helped families to participate in healthy activities.

Children and young people develop very strong relationships with staff and peers. They build positive relationships characterised by dignity and respect. Each learning group has a charter that promotes children's rights. This helps children and young people understand their rights in school.

Senior leaders engage appropriately with statutory requirements and codes of practice to meet the needs of almost all children and young people. They host regular meetings with parents and relevant partners to develop comprehensive plans to ensure children and young people's wellbeing is supported effectively. Senior leaders and staff uphold the principles of Getting it right for every child very effectively. They work very well with staff and other agencies to ensure children and young people succeed in school. As a result, almost all children and young people have their needs very well planned for and experience improved outcomes.

Senior leaders and staff engage in high-quality professional learning aimed at reducing the requirement for physical intervention. Staff successfully adopt a range of de-escalation and preventative approaches to help learners remain safe. This is reducing the need for the use of physical intervention across the school. As a result, the number of incidents has reduced significantly.

The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff, children, and young people. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children and young people through food in school. Aspects of good practice were identified in relation to food and health promotion in the school.

Almost all children and young people are fully included in school life. Overall attendance is above national averages. There are no recorded exclusions. Almost all children and young people participate in learning with their class or peers. A few children and young people receive learning on an individualised basis through personalised education programmes in line with their needs. Learners who do engage in learning on an individual basis have clear plans in place. Staff ensure these plans support children and young people on personalised programmes to engage well with others throughout the school week and return to learning with their peers at the earliest opportunity. Staff make appropriate adaptations and interventions to support learners effectively whilst they await specialist support.

Almost all children and young people have full-time timetables in place that provide them with at least 25 hours of learning across the school week. Children and young people who do spend time away from class have legitimate reasons linked to their additional support needs or health needs. These children and young people progressively develop their skills, resilience and regulation to support them to access class or group-based learning. As a result, there are low levels of children and young people spending time out of class.

Senior leaders and staff prioritise equality and diversity, effectively reducing discrimination, and modelling inclusive behaviours. They do this within the school and in their work in the community. Senior leaders and staff have formed purposeful partnerships with charities, businesses and a care home in the local community. Children and young people benefit from visiting community partners and feel confident to express themselves and show respect towards others.

Children and young people demonstrate a strong awareness of equality and diversity issues, appropriate to their additional support needs. All staff have a very good awareness of individual children and young people and their families, and the school's wider context in the community. Children and young people benefit from religious observance through regular assembly or class reflections. Staff are highly dedicated to promoting equality. This ensures that every individual,

regardless of their differences, has equal opportunities to make the most of their talents and abilities.

Children and young people have effective transition programmes that are supported well by staff, partners and parents. Staff develop programmes which help almost all children and young people settle into school successfully. They offer a range of activities to help children and young people adjust to school routines quickly.

NEXT STEPS:

- *Continue to ensure all learners benefit from regular movement opportunities across the school day.*
- *Continue to embed Children's Rights across the school through a wide range of learning experiences.*
- *Continue to work in partnership with the local authority on a programme of training for physical intervention*

3.2 Raising attainment and achievement

GOOD

All children and young people require significant levels of additional support with their learning. Overall, attainment in literacy and English is good and attainment in numeracy and mathematics is good.

Almost all children and young people achieve expected targets set within their personal learning plans and core curriculum plans. Almost all children and young people are making good progress in literacy and English. A few children and young people are making very good progress. Learners in the BGE are working at foundation milestones and up to early level of Curriculum for Excellence (CfE) across Literacy and English.

At foundation level, most children and young people give fleeting responses and short, shared attention to a range of sensory play-based stimulus and objects. At milestones, most learners can identify named objects, pictures and symbols and use single words and short phrases to communicate with others. At early level, most children and young people can work in a group or pair and listen to others showing helpful listening behaviours such as looking at the person speaking. A few learners are at the early stages of developing their AAC skills to support their expression of wants, choices and sharing their feeling and emotions.

Most children and young people at foundation levels show an interest and focus during sensory and massage story sessions and give responses to sensory objects and patterns of movement. At milestones, children and young people show enjoyment of familiar stories and songs and recognise familiar characters. At early level, a few children and young people can say sounds made by letters and read simple words and sentences.

Most children and young people at foundation level can use their hands to explore and interact with sensory objects of varying textures. At milestones, most learners can make marks using their hands and have developed fine motor skills to hold writing tools. At early level, most children and young people have increased pencil control and can copy and form letters.

At the senior phase, all young people are successfully working towards SQA NQs in communication and English. This includes National 1 units and National 2 courses and units. Staff correctly focus on building skills that reflect real life centring on number, money and measure as detailed in the Southcraig Numeracy Strategy. As a result, almost all learners make good progress in this area of numeracy and mathematics. Children and young people are working between foundation milestones and first level of CfE in numeracy and mathematics.

Children and young people across CfE levels use a range of strategies effectively to develop their awareness of number in a range of real life, and where appropriate sensory, play based contexts. They accurately measure and weigh appropriate to their level through activities such as cooking or playing with water. Learners use songs and rhymes, physical resources and digital supports to help them count forwards and backwards correctly as appropriate to their learning profile. Almost all children and young people use visual timetables very well to work out the sequence of events across the school day. Learners across CfE levels use coins and notes with growing independence through tuck shop and shopping activities as appropriate to their stage.

Children and young people at milestone level explore, find and organise familiar objects. Children and young people explore a range of objects to support their sensory regulations. Children and young people investigate shape through play, touch, construction and puzzles appropriate to their learning profile. Learners who have achieved early level develop well their understanding of properties of two-dimensional (2D) shapes and colour to match and make models.

Children and young people, appropriate to their levels, select and organise materials purposefully, particularly in creative areas such as art. They apply their understanding of colour, shape, size, and other properties to sort and match items with increasing precision. Learners interpret signs and visuals effectively to support decision-making.

At the senior phase, almost all young people are using numeracy and mathematics well to develop appropriate skills for life after school. They are progressing well over a three-year period attaining SQA NQs units at National 1 and unit and course awards at National 2.

Overall, most children and young people at the BGE are attaining well over time in literacy, numeracy and health and wellbeing and are making appropriate progress in most areas of the curriculum. Senior leaders have introduced a tracking system to supplement the range of assessment evidence and data gathered for all learners. This is beginning to support the gathering of robust data for children and young people who make small steps of progress in their learning. Senior leaders understand the progress individual children and young people make over time through the wide range of increasingly accurate data and evidence they gather on individuals.

Overall quality of learners' achievements

Children and young people benefit from regular, well-timed recognition of their achievements. Learners understand the important contribution they make to the school community through, for example, nomination awards, linked to school values. They demonstrate very well their social communication and performance skills through participating in school events such as choir, pop band and the signed communication group. Learners receive regular, well-timed praise and recognition for success in their learning and are proud of their achievements. The Star of Southcraig Award celebrates effectively learners' achievements. Displays around the school allow successes and progress to be shared in a relevant and visible way.

All children and young people in the BGE participate in a range of personal achievement activities. They gain formal recognition of their skills through relevant award programmes well suited to their learning, wellbeing and development needs. Through participation in these activities, they demonstrate well their social communication and functional lifeskills. They are building their confidence to try new things and widen their experiences. Children and young people develop well their citizenship skills through engaging with community groups including intergenerational groups. They are visible and important members of the local community. They are building confidence in interacting and using their communication skills in broader contexts.

All young people in the senior phase successfully achieve a range of relevant achievement awards and wider accreditation. Through participating in these awards programmes, they develop an understanding of the activities and routines required to be successful individuals in the community. Young people use sporting facilities and shops, and attend college-link courses confidently. As a result, they extend very well their skills for life through having a greater understanding of their place in the community. Young people showcase their sporting, creative and employability skills in relevant and motivating contexts, which include residential trips, enterprise activities and pantomime performances.

Developing the Young Workforce (DYW) is embedded across the senior phase curriculum. Young people are supported well to prepare for their post-school transition. They build independence and employability skills through participating in work placement activities and college links. A few young people continue to college placements after school and most move successfully into adult services.

Equity for all learners

Senior leaders and staff have a good understanding of the additional support needs and the socio-economic context of all children and young people, including care experienced learners. They work well to ensure that no child or young person misses out due to costs of the school day or as a result of their additional support needs. For example, staff established a costume bank to ensure that all children and young people can participate in Halloween and world book day events. All of these supports are contributing well to reducing associated costs of the school day.

Senior leaders use Pupil Equity Funding (PEF) predominantly to provide activities and interventions for identified children and young people. Relevant targeted interventions include rebound therapy, riding for the disabled and music therapy. All children and young people in SIMD decile 1 and 2 are benefiting from a bespoke personalised experience.

NEXT STEPS:

- *Further support learners to accelerate their AAC skills to develop 'talking skills' as best they can.*
- *Continue to support reading skills, where appropriate, to further develop comprehension skills.*
- *Continue to support learners with digital accessibility and assistive tools when writing to support them to make marks independently.*

What was the impact of Pupil Equity Fund (PEF)?

In 2025-26 a teacher was funded to take on a Principal Teacher role, with a remit of curriculum design and development. The Acting PT assisted with the early stages of revising our Curriculum Rationale as part of the Curriculum Improvement Cycle. Staff have undertaken initial training on Equals across three different pathways, and have been supported to begin to engage with Equals resources and programmes of work. There has been staff consultation on the four capacities and what is important for all of our learners. This consultation work will continue next session, focusing on the four contexts for learning. This will assist in shaping our refreshed curriculum rationale, which will include engagement with the new CFE Curriculum Frameworks.

Additional School Assistant hours have been funded to support communication skills and the delivery of targeted health and wellbeing interventions. Pupils across the school have been supported to develop their communication skills, including the use of AAC devices, GRID3, symbols, objects of reference. Pupils have received appropriate support in life skills and project-based learning. Staff have supported our children and young people in the local community and in projects linked to Enterprise and DYW. Children and young people have been supported to make progress in various wellbeing activities including swimming, horse riding, football, rebound, TACPAC and sensory massage. These activities have had a positive impact on wellbeing and engagement.

What are our key priorities for improvement in 2026/27

CURRICULUM DESIGN:

- We will refresh and design our curriculum in line with new national guidance, focusing on meaningful and relevant skills pathways for our learners.

QUALITY OF LEARNING, TEACHING & ASSESSMENT:

- We will support our staff to plan and deliver high-quality learning experiences using a toolkit of pedagogies

MEETING LEARNERS' NEEDS:

- We will further develop and consistently apply a range of strategies to ensure we meet the individual communication and sensory needs of all learners.

What is our capacity for continuous improvement?

Our improvement planning impacts well on improving experiences for our children and young people across the school, which was clearly identified in our inspection report. A clear vision is in place to support our school's ongoing development. Our Senior Leadership Team has recently evolved and shows a very strong understanding of the school's context and challenges, and a collective commitment to our improvement priorities.

Our Improvement Plan for 2026/27 will continue to focus on our journey to excellence, through a shared vision and set of solid values. Senior leaders will continue to support all staff through curriculum change, providing opportunities for leadership. There will be a strong focus on pedagogies and in meeting the communication and sensory needs of our changing profile of learners. We will have a strong emphasis on collaboration and moderation, working with our colleagues in other ASN provisions across the local authority.

Through continuous self-evaluation and review, the continued dedication of staff, 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.