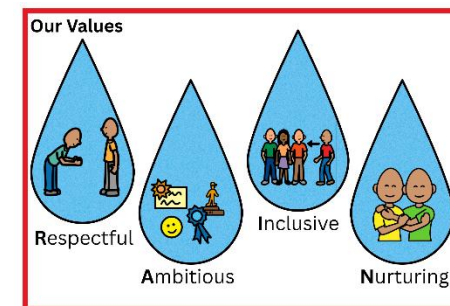




School Quality Improvement Plan Report

Session 2025 – 2026



Priority 1

To refresh school vision, values and school badge in order to reflect the school's current direction and purpose.

- Pupils, families, staff and visiting specialists all had input in reviewing and contributing to the renewed school vision, values and school badge.
- The pupil voice group have explored what the values look like in everyday school life.
- “Hear My Music” has created a unique school song which incorporates the school values which will be shared with the children in 2026 – 2027.
- There has been lots of positive feedback with regards to our renewed school badge. There is a general consensus that the badge is more inclusive and representative of our school. Parents have commented that they like that it is colourful and easy to recognise.
- We have updated our school uniform to include the school badge as well as offering the children and families a choice between red or black jumpers.

Priority 2

To ensure that planning for teaching and learning reflects our refreshed curriculum and reflects the individuality of our pupils.

- All teaching staff have been planning Interdisciplinary Learning (topic) using a new format of planner which was reviewed at the end of session with some amendments made. Staff felt that the new planning format ensured there was breadth in children's learning.
- All teaching staff worked together to finalise individual planners for each pupil which are called "Learning and Care Plans". This ensures that planning is tailored for each pupil and includes individual targets.
- The "Learning and Care Plan" bring together profile information about the child that we used to hold in separate documents such as "Communicating With Me" and "How Best to Support Me". These have been updated and are all incorporated into the "Learning and Care Plan".
- The "Learning and Care Plan" is linked to digital assessment and tracking tools that ensure that assessment data is accurate.
- Speech and language therapy have worked with the principal teacher to create a tracking document about children's communication levels and what supports are being used for the child. This ensures that when a child transitions class or when new staff start there is a clear shared understanding of their communication levels and what supports are used.

Priority 3

To establish consistent assessment practices which will allow teachers to have valid and reliable judgements of pupil progress.

To establish consistent reporting practices which will give key information to all stakeholders about pupil progress, development needs and supports required.

- We have created a quality assurance calendar which details for staff all quality assurance activities conducted in the year and by whom e.g. in November there will be staff observations completed by HT.
- All staff are using Evisense to report of children's learning to parents through daily comments on learning and one photographic piece of evidence a week. These assessments then link to our digital and tracking monitoring tool called BSquared. There has been positive feedback from parents and families about this tool for reporting especially seeing photographs of their child learning in school.
- Senior management team are able to use Evisense and Bsquared to monitor children's progress. Senior management team are also able to comment on photographs and celebrate children's achievements.

- Paper home school diaries were reviewed and are now completed by school support staff. This includes information on eating, personal care and medications. Learning comments are now separate and are reported through Evisense.
- The school took part in BGE Reporting Pilot and have inputted one report a year through SEEMIS. These reports were then sent to parents through the Parentsportal app. We will be reviewing the reporting processes to parents next session and will be looking for feedback on how we report to parents.

Priority 4

To develop staff skills in providing a bespoke curriculum which meets the complex learning needs of our learners.

- This session over half of the staff team were trained in “Crises Prevention Institute” training. This training increases staff skills in recognising distressed behaviour and how to respond to it appropriately.
- All staff had access to “Hirstwood Training” through online modules. The modules in the course covered a range of topics including how to support behaviour in autism, supporting deaf/visually impaired pupils, creating sensory rooms and teaching sensory stories. There was a good take up in the courses by staff and during end of term reviews the staff spoke positively about how these have impacted their daily practice.
- Individual members of staff have also updated their training in rebound therapy ensuring that we can continue this therapy in school
- The principal teacher led staff in gathering evidence for “See the Whole Person” pledge in SLC Attachment Informed Trauma Aware Awards. We received the award in for this and will be working towards our fourth award in the next session.

- All teaching staff took part in peer observation and moderation in the use of the “Play Box” approach. This has supported them to have a shared understanding of the approach and reflect on their practice.