

Standards, Quality and Improvement Plan for Pilrig Park School.



*Pilrig Park is a caring and supportive specialist educational environment.
Learning opportunities of the highest standard are provided through extensive
activities within the school base and in the wider community.*

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Standards and Quality Report

The school in context

Our Vision: Pilrig Park School...Learning together...Determined to succeed...Being the best we can be. Our vision is to engage learners through dynamic partnership working with parents, carers, other professionals and the wider community and to create a positive learning environment where every child will leave Pilrig Park with a positive destination.

Our Values: To communicate.
To work hard.
To support and challenge.
To develop our school community.
To respect each other and build friendships.

Our Aims:

Confident Individuals: To present a caring school where pupils and staff feel valued and learn to value others, sharing and celebrating successes and achievements.

Successful Learners: To provide a high quality education combining learning and teaching strategies specific to the complex and individual needs of our pupils.

To ensure a broad and balanced curriculum appropriate to the complex and individual needs of our pupils.

To support an environment where staff needs can be met through an ongoing process of Professional Development and Review.

Effective Contributors: To communicate and work in partnership with parents, carers, other professionals and the wider community in ensuring the needs of the whole young person are recognized and developed consistently.

Responsible Citizens: To enable pupils to learn through a range of real experiences, taking part in activities in the local community and beyond.

Pilrig Park is a special school providing education for secondary age pupils and is located in central Edinburgh. The school is surrounded by parkland and boasts beautiful grounds. Pilrig Park meets the complex long term additional support needs of young people where the presumption of mainstream cannot be met. The needs of learners are primarily associated with the learning disability and Autism Spectrum Disorder. The school serves a wide area with pupils travelling from throughout the City of Edinburgh, Midlothian and East Lothian. We support a number of young people from our local ethnic communities, and have links with the Multicultural Families Base. A broad and challenging curriculum based on Curriculum for Excellence is offered. Admission to the school is via a Professional Assessment Group.

The school currently has a role of 76 with a newly created S6. The total complement of teaching staff is 19.6 FTE and 8.95 FTE Support staff. The school has a Head Boy and a Head Girl, both of whom have daily responsibilities.

The senior management team consists of the Head teacher, Depute Head teacher and a Business manager. There are 3 Principle Teachers who have remits for Literacy & Total Communication,

Numeracy & Transition and Health & Wellbeing. The school has a multi-agency approach working with the young people and includes an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, School Doctor, Nurse and Health Assistant and CAMHS. We also work closely with the Children and Disability Social Work Team. There are 11 classes supported by 14 learning assistants.

Leadership and Management: How good is our leadership and approach to Improvement?
1.1 Self-evaluation for self-improvement.
1.2 Leadership of learning.
1.3 Leadership of change.
1.4 Leadership and management of staff.
1.5 Management of resources to promote equity.

Overall the quality of leadership and management is good with some aspects very good.

QI 1.1: Self-evaluation for self-improvement.

- *Collaborative approaches to self-evaluation.*
- *Analysis and evaluation of intelligence and data.*
- *Ensuring impact on learners' successes and achievements.*

Collaborative approaches to self-evaluation

- A strategic overview has been written for self-evaluation and focus for self-evaluation is planned around the school's improvement agenda. This is shared with the whole school community at the beginning of each session. A detailed timeline for self-evaluation is also issued to the whole school community at the start of each session. This ensures that self-evaluation underpins all that we do.
- There is a very strong commitment and participation among staff, pupils, parents and partners to self-evaluation. An extensive range of processes are used and a detailed analysis is made: identifying strengths, areas for development and setting next steps. The whole school community is active in continuing to improve the school in many areas. Staff are well involved in the wide set of approaches and processes to self-evaluation: they survey staff, young people, parents and partners for example on induction days, parents' evenings and during other events as well as engaging learners' views in the diary room. The whole school community feel very well engaged in aspects of sharing their views.
- The school provides a Standards and Quality Report and Improvement Plan. The Standards and Quality Report is evaluative. All staff have had a role in contributing towards the SQIP which has led to continuous progress of the school's journey to improvement. Staff are very reflective of their practice, take time to do so and have developed aspects of innovative practice as the school takes forward its journey. Pilrig Park is an effective community of reflective practitioners.
- School improvement planning has led to many improvements within the school and it has enabled us to realise our vision for our young people. For example vocational subjects within the senior phase, a new parenting course, health and wellbeing master classes, and increased use of technologies to support learning and teaching.
- Self-evaluation is integral to how we work within our community and will be an ongoing feature

of school life. This has led to measurable school improvement. For example as a result of our self-evaluation processes IDL opportunities are well planned for, certificated and are available every Friday for all learners as well as during focused themed weeks. The school recently had a themed week based on Health and Wellbeing. All learners took part in daily activities and learning experiences out of school as part of planned learning. Groups went to the zoo and camera obscura as part of this Health and Wellbeing focus time as well as taking part in our very successful school sports. Both have improved outcomes for all learners and will lead to continuous raising of attainment and achievement.

- We have developed a robust programme to m/e learning and teaching to which all teachers are committed. Planned classroom observations are carried out by SMT. All teachers are actively involved in reflecting on their own practice which is improving the quality of learning and teaching across the school. All teachers receive written and oral feedback on learning and teaching 3 times per year. Teacher's forward plans are also monitored by SMT and staff are given written and oral feedback. There is a strong mentoring system in place which has had impact on the quality of teachers learning plans, the quality of learning and teaching across the school and improved outcomes for all learners. This has also built capacity in staff to identify best practice and share this with staff across the school and the City. Some best practice has been shared nationally and sits on Education Scotland's web-site.
- The senior managers ensure that self-evaluation underpins all developments and leads to improved outcomes for all young people raising attainment and achievement. For example: there is a well-established self-evaluation system in place, an M/E calendar is created annually and a robust system to audit and evaluate learning and teaching is fully embedded. Pupil voice is strong and all learners' voice is heard through the diary room, questionnaires and surveys, pupil council and throughout each day as part of learning and teachers. Learners feel that their views are important and that they are listened to and acted upon.
- All staff are involved in development groups taking forward priorities which will lead to school improvement and improving outcomes for all learners. Many staff are taking on leading roles in school. For example the SQA coordinator, leading IT and digital technologies, Health and Wellbeing and ensuring that Pilrig Park becomes a total communication environment.
- We take steps to improve our self-evaluation. This year we have continued to use the new PRD process linked to GTCS with all staff. Staff are becoming skilled at identifying their strengths and areas for improvement. These are linked to and reflected in the improvement plan for next session. Whole school CPD has been planned to help ensure improved outcomes for learners and to continue to build staff capacity in meeting the needs of all of our learners. We have invested in the new Self- Evaluation tool HGIOS 4 to evaluate all areas of the school life and development. This will allow us to report accurately on the impact we are having on our learners.

Analysis and evaluation of intelligence and data

- The whole school community developed a set of questionnaires to be completed termly as part of the existing reflective system. An analysis team has been formed so that questionnaires are read, strengths identified, areas of development identified and next steps set. This information is fed back to the whole school community within one week of the questionnaires being returned to school through the school's newsletter. This has had a positive impact on school improvement. These questionnaires have been shared with other special schools.

- A range of data is now available in school. Pupil voice surveys show clearly that all young people are much more engaged in their learning and are enjoying school much more. This is the measurable impact of our curriculum developments and the overall improvements in the quality of our learners' experiences. We have measured progress on developments within the improvement plan through questionnaires and professional dialogue. Every questionnaire has been analysed recording strengths, areas for developments and next steps have been set. This analysis has been shared across the school community which is leading to improved outcomes for all.
- Staff make effective use of up-to-date research / data to inform their learning and developments. Pilrig Park produced the data pro-forma for the City of Edinburgh council and use this to collect data annually. We look forward to working with the Insight tool being developed for special schools to measure progress and compare our attainment and achievements with schools across Scotland. Our data collected truly reflects the progress made by all of our learners, for example, over the past three years more than 95% of our learners have achieved all of their targets set in IEPs and the range of certification offered in the senior phase has continued to increase.
- Teachers use a range of different assessments to measure children's progress across the curriculum. Most teachers are confident in using AiFL strategies and the impact of this was measurable during learning and teaching observations. Staff are working effectively with colleagues across the school and City wide to moderate standards. Six members of staff are now part of the City's curriculum development groups linked to HGIOS4.

Ensuring impact on learners' successes and achievements

- Young people's voice is captured through the diary room, planning meetings and in the yellow planning folders which are now a complete profile of each learner's journey. With the monitoring of teaching and learning episodes, aspects of planning and meeting learning needs are observed by managers and by peers. Staff share successful aspects of learning and teaching and engage with each other about effective practice in school. Staff also have the opportunity to share practice with colleagues in other schools across the City and beyond.
- This strong culture of self-evaluation has a positive impact on learning, attainment and achievement.
- There is evidence that children and young people are confidently engaged in reviewing their own learning and the work of the school. For example young people have been developing research and enquiry skills through themed programmes in modern studies. IDL opportunities are now available every Friday and pupils have been involved in the planning. The Duke of Edinburgh Award scheme and monthly Pupil Council have been successfully introduced. Through the Pupil Council pupils have expressed their wish to change the school uniform and introduce ties and blazers for next session.
- Learners are regularly encouraged to engage in dialogue with others about their learning and progress and with support set themselves clear targets in learning. All learners take part in reflective practice on a Friday where all aspects of a learner's journey in school and beyond are discussed.

- Parents are regularly encouraged to support improvement by participating in a range of formal and informal activities. Parents are invited to attend young people's planning meetings, transition meetings, end of year prize giving, Christmas celebrations and to support the CPD sessions on a Thursday evening. For example one parent led sessions with staff on total communication and the use of PECS. This was very well received by all staff.

QI 1.2: Leadership of Learning.

- *Professional engagement and collegiate working.*
- *Impact of career-long professional learning.*
- *Children and young people leading learning.*

Professional engagement and collegiate working

- The Head teacher empowers staff and takes steps to develop leadership at all levels to improve the overall capacity of the school. All staff have the opportunity to lead and or be part of a development group working on priorities to take the school forward. For example the ICT development group has organised training for all staff in the use of ICT to support learning and on the school's tracking system and the total communication group have led CPD sessions for all staff
- All staff are encouraged through their PRDs to participate in individual and collective professional learning which will improve outcomes for learners. Many staff are involved in City wide development groups and are now taking on lead roles. For example two staff members are part of the City's curriculum development steering groups whilst 5 others are taking forward aspects of curriculum development City wide.
- Staff engage regularly in professional dialogue to develop collective understanding. For example, shared understanding of standards, target setting, assessment and strategies for raising attainment, curriculum development, skills development, IT, total communication and self-evaluation. Regular discussion also takes place about individual learner's progress.
- The school has a range of effective systems and structures to facilitate regular collegiate working to maximise opportunities for staff learning within and beyond the school. There are regular staff meetings with agendas and copies of minutes shared with all staff. In service days and CAT sessions are very well planned and are linked to school improvement. Staff take on lead roles within the CAT sessions and on in service days e.g. presentation on report writing, updates on tracking attainment and achievement and presentations on the progress of all development groups by group leaders. The Head teacher links regularly with colleagues across the City to enhance practice in the school and Pilrig Park is very well respected both within the City and with Education Scotland.

Impact of career long professional development

- Senior leaders facilitate a range of approaches to professional learning to enable staff to learn with and from each other. Where appropriate, this includes learning with colleagues across sectors and with partner agencies. All staff have the opportunity to attend Curriculum for Excellence training days organised by the City of Edinburgh council advertised in the CPD directory and on line.

- The school offers a planned programme of CPD for all teachers. This is carefully linked to the school's improvement plan and findings from PRDs. Partners are invited to give input to these CPD sessions and the impact of these sessions is now measurable. Almost all staff are more skilled at using total communication strategies to support learning, more IT is being used to improve learning and there is a very effective IEP system in school. This has led to improved outcomes for all and improved attainment and achievement. Across the school over 95% of all learners are achieving all of their targets set in their IEPs.
- Senior leaders build on the skills and talents of individuals to build leadership capacity. The Head teacher actively encourages all staff to use personal skills to support the curriculum-skills which may sit outside their own subject area e.g. skills in cycling supporting the IDL on a Friday morning, craft and food technology skills supporting the school's café and tuck shop, skills in walking and camp craft supporting the Duke of Edinburgh Award and skills in dancing supporting the Theatre Arts course.
- There is evidence of clear and measurable impact of professional learning on outcomes for learners. Staff confidently plan learning and all of the topics covered in CPD sessions are visible in teachers' plans and in classroom practice e.g. total communication and IT-both of which have had measurable impact on our learners.

Children and young people leading learning

- There is evidence of a range of strategies in use to support children and young people to take responsibility for their own learning and progress. These are enabling children and young people to have greater confidence and skills in leading their own learning and that of others. Young people take on lead roles both inside the classroom and beyond. The Head boy and girl fulfil daily duties supporting younger pupils and are ably supported by a team of senior prefects. This has enriched our learning experiences for our younger pupils and helped them settle at points of transition as well as building our very positive learning environment.
- Learners engage in challenging dialogue with others about their learning and progress and are actively involved in setting themselves targets in learning. Learners are engaging in reflective practice after assembly on a Friday morning to discuss aspects of their learning. Our young people also challenge policy for example the Head boy asked questions about positive and sustainable destinations to the First Minister at an organised event called "ask FM". This was very well received.
- Learners are taking lead roles through our senior prefect's system and pupil council. Young people understand their roles and responsibilities and carry out their duties with confidence. Our young people leading are making impact on the school environment and helping to create a supporting community in which to learn,

QI 1.3: Leadership of change.

- *Developing a shared vision, values and aims relevant to the school and its community.*
- *Strategic planning for continuous improvement.*
- *Implementing improvement and change.*

Developing a shared vision, values and aims relevant to the school and its community

- Almost all staff have high expectations of all learners and challenge young people to maximise their potential through the development of a relevant, challenging and creative curriculum. This was commended by HMIE and through a City review and has improved outcomes for all young people.
- The vision of the school is ambitious and is focused on improvements in outcomes for all, raising attainment and achievement and for all learners to achieve a positive, relevant and sustainable destination post school. Learners are supported to understand the vision aims and values through the four contexts for learning. Over the past three years the school is proud that all leavers have achieved a positive, relevant and sustainable destination.
- All teaching staff regularly reflect on, and show commitment to, the shared values as embedded in the GTCS standards. The new PRD system is in place and all staff are engaged in setting their own personal targets which lead to improving outcomes for all. A calendar of dates for PRDs is shared with all staff at the beginning of the session so that they may prepare well. This is building capacity in all staff and staff are taking ownership of their own personal development.

Strategic planning for continuous improvement

- The clear strategic plan that was written for Pilrig Park School is under review. Led by the Head teacher this process will include all staff. The strategic plan will be closely linked to the six point scale from HGIOS4 evaluation toolkit. The impact of this strategic plan will be measurable and aim to achieve very positive results. Recently the school has improved in several aspects. For example more IT is supporting learning and teaching, there is a very good electronic tracking system in place to track all attainment and achievement across the school and a very good parenting course is now embedded into the Health and Wellbeing master class programme which we aim to extend further.
- All staff are committed to change which results in improvements for learners. Staff attend CPD sessions in school to build capacity which will improve outcomes for all learners. This is particularly evident in the development in total communication within the school as the more complex needs of our learners change.
- The Head teacher has clear roles and responsibilities and these are shared and understood by all staff. Staff have a clear understanding of their role within the strategic plan and are in all involved in taking the development priorities forward, for example, a group of staff are taking forward ICT, Total communication, HWB, parenting and IDL across the school.
- All staff are clear on the schools strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvement. The Head teacher carefully guides the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable There are clear systems and processes in place to take the school forward and these are shared with all staff through staff meetings, on in service days, through daily emails and professional dialogue and during CAT sessions. Timelines are built around developments being taken forward and progress is shared across the school community which is creating a very positive ethos in the school. A culture for improvement and to raise attainment and achievement is being created. Young people are very much at the centre.

Implementing improvement and change

- The Head teacher has created a positive learning environment to support creativity, innovation and enquiry. Staff feel confident to try new ideas and evaluate the quality of learners' experiences as part of daily learning and teaching. Programmes and courses are adapted to meet the needs of our learners and all staff feel involved in the process of change and in evaluating the impact of improvements. A skills based curriculum has been built up over the past 6 years which has led to improved outcomes for all. This is supported by carefully planned individual and collective career-long professional learning.
- All staff are clear on the schools strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements. There are clear processes supporting the schools self- evaluation system which is leading to school improvement. Analysis of any process gives feedback in terms of strengths, areas for development and sets next steps. All staff understand this reporting and can identify school strengths and areas for development because of this. This is a key strength of the school and was commended by Education Scotland and by the City of Edinburgh council during the most recent review.
- All staff are committed to building the relationships within the school and to build the capacity for collaborative working e.g. all staff have the opportunity of being part of working parties leading on improvement priorities. Some staff are now working in development groups across the City.
- All staff are committed to the robust systems in place which ensures an efficient running of the school. E.g. communication systems across the school, support networks for learners and their families, monitoring and evaluating learning and teaching, improvement planning, tracking, Homework, IEP system and the transition process supporting all of our leavers into a positive, relevant and sustainable destination.
- All staff are committed to sharing best practice for example the learning ladders, homework initiative, theatre arts and IDL planning have been shared across the City and also nationally across the City and Nationally. The school has presented at best practice events across Scotland on these areas. Staff and pupils presented jointly.

QI 1.4: Leadership and management of staff.

- *Governance framework.*
- *Building and sustaining a professional staff team.*
- *Staff wellbeing and pastoral support.*

Governance framework

- A governance framework clearly outlines the roles and responsibilities of all staff and governing bodies.
- The vision and values of the school are shared with all relevant groups and individuals through the SQIP issued in June.

- Senior leaders are approachable and operate an open-door policy for staff. All staff feel confident in the strategic direction the school is moving in and all are involved in school improvement planning.
- All staff make effective use of digital communication and balance this well with opportunities for face-to face discussions in professional dialogue groups and through collegiate time.
- The school monitors its responses to the range of complaints it receives.

Building and sustaining a professional staff team

- Recruitment arrangements are outlined clearly in policy and procedures documents. They take appropriate account of parental involvement legislation.
- Equalities legislation is adhered to and explicit in recruitment practices
- The school community is proactive in tackling prejudice-based discrimination so all staff feel able to be themselves in the workplace
- All staff have current membership of the Protecting Vulnerable Groups (PVG) Scheme.
- Teachers are confident in their application of the GTCS standards and their professional learning leading to Professional Update.
- Arrangements for PRD are in line with national guidance.

Staff wellbeing and pastoral support

- Newly appointed teachers are well supported and follow an induction programme.
- Supply teachers have equal access to PRD and professional learning opportunities.
- Local policies and procedures to manage staff discipline, attendance/absence and grievance are clear and implemented appropriately.
- All staff are encouraged to lead sharing their specialism and building capacity amongst other staff across the city and wider. For example six members of staff are part of the City's curriculum development group. The Head teacher is supporting another Head teacher in linking with colleges with a focus on DYW. The Head teacher is using the skills acquired whilst on secondment to Education Scotland writing the strategy for DYW and leading workshops across Scotland.
- All teaching staff are linked into the PRD process through GTCS and support staff follow the system as set by the City of Edinburgh Council. Teaching staff now take ownership of their professional development and are focused on improving outcomes for young people whilst raising attainment and achievement linked to the national framework.

QI: 1.5: Management of Resources to promote equity.

- *Management of finance for learning.*
- *Management of resources and environment for learning.*

Management of finance for learning

- Local policies and procedures to manage staff discipline, attendance/absence and grievance are clear and implemented appropriately.
- A “dignity at work” policy is in place and shared with all staff.
- Senior leaders ensure the use of financial resources are transparent and ensure equity for all. Senior leaders and admin staff develop effective systems and procedures to enable budgets to be easily monitored and prioritised. This is led by the Head teacher and the business manager.
- There is clear and measurable impact of financial expenditure on improving outcomes for all learners. The school can evidence that decisions about school expenditure have resulted in increased attainment and achievement. For example there has been increased spending on the new Nation Qualifications and SQA. The impact of this is improved outcomes for all learners and raised attainment and achievement. There is also an increase in the range of certification offered across all subject in the senior phase. IDL is now planned and outcomes improved for all learners. During the recent HWB week young people had the opportunity of learning in a different context. This was well planned and financed and led to improved outcomes for all.

Management of resources and environment for learning

- The impact of new resources are carefully monitored and evaluated to ensure a positive impact on learning. Evidence is used to support future resourcing. The head teacher oversees the management of all resources and how they are used.
- All available resources, including digital technologies and outdoor spaces, are used effectively to create and sustain effective learning environments. These are used well to support learning. The school grounds support a very strong vocational curriculum e.g gardening which is certificated in the senior phase and a hairdressing salon which provides HWB experiences for all learners in BGE and certification in the senior phase.
- Teachers make effective use of a range of resources, including digital technologies, to provide appropriate support and challenge for learners. For example iPads support every young person in their learning.
- Resources across the school are well maintained and organised to enable effective and efficient use. Every department has an agreed budget to work to and ordering is done through an appropriate system led by the school admin and business manager.
- School facilities are safe but not secure.

What are we going to do next?

- *To embed HGIOS 4 as the self-evaluation tool used across the whole school*
- *To give more opportunities for young people to lead in self-evaluation of school improvement. Young people to evaluate courses and programmes offered in the Senior Phase and in BGE.*

Learning Provision: How good is the quality of care and education we offer?
2.1 Safeguarding and child protection.
2.2 Curriculum.
2.3 Learning, teaching and assessment.
2.4 Personalised support.
2.5 Family learning.
2.6 Transitions.
2.7 Partnerships.

Overall the quality of the learning provision is good with some aspects very good.

QI 2.1: Safeguarding and child protection.

- *Arrangements for safeguarding including child protection.*
- *Arrangements to ensure wellbeing.*
- *National guidance and legislation.*

Arrangements for safeguarding including child protection

- Senior leaders responsible for safeguarding are clear about the expectations of their role, and provide good support and direction for staff.
- Senior leaders responsible for safeguarding are clear about the expectations of their role, and provide good support and direction for staff.
- Safeguarding is an important thread running through the school's self-evaluation.
- Effective systems provide a systematic and strategic overview of the number and nature of cause for concerns raised, initial referral discussions, child protection case conferences, and child protection registrations.
- Children feel able to make a complaint against school practice and procedures, and are confident their views will be taken seriously and acted upon.

Arrangements to ensure wellbeing

- The curriculum effectively promotes safeguarding and wellbeing across all stages, taking good account of the context of the school.

National guidance and legislation

- Child protection and safeguarding policies and procedures reflect current legislation and guidance. All policies and procedures are reviewed on a regular basis.

- All child protection records are stored safely and securely ensuring all sensitive information is only accessible to relevant staff members.

QI 2.2: Curriculum.

- *Rationale and design.*
- *Development of the curriculum.*
- *Learning pathways.*
- *Skills for learning, life and work.*

Rationale and design

- The curriculum at Pilrig Park has a rationale based on the school's shared vision of working together to provide learning experiences to meet the needs of learners and support them through life, learning and work. The curriculum is designed using the 7 design principles and all pupils receive their entitlement. A broad and general education is provided for all young people from S1-3 and there is a range of flexible progression routes into the Senior Phase to meet the needs of all young people. Young people have an extensive range of opportunities to learn across the four contexts of the curriculum, including curriculum areas and subjects, interdisciplinary approaches and rich opportunities for personal achievement for young people across all stages. The promotion of Health and Wellbeing underpins much of the curriculum to provide a supportive and inclusive learning environment. Third year pupils complete comprehensive profiles to support them into Senior Phase and all pupils have the opportunity of taking part in master classes in literacy, numeracy and Health and Wellbeing throughout the year.
- Teachers have undertaken accessible and innovative reform using Curriculum for Excellence experiences and outcomes. This has led to the development of an extensive mapping exercise using the Learning Ladders. Teachers, young people and parents have all been well involved in the development of the curriculum through the work on learning ladders, transition meetings and the clear and helpful pupil profile. Staff have developed literacy, numeracy and health and wellbeing courses for young people at all stages. Staff continue to monitor and review these courses to evaluate their impact. These courses are offering young people more opportunities for active learning. Staff are making links in learning across all subjects to provide an interdisciplinary approach to Learning which gives coherence and relevance to young people's learning.
- All stakeholders contribute to the rationale, design and ongoing development of the curriculum. The curriculum is relevant and young people are developing in the four capacities as well as in skills for learning, life and work. The school is committed to continuing this work with an increasing focus on DYW.
- We continually evaluate and refresh the structure of the timetable to ensure a structured Broad General Education building on prior knowledge and developing skills vital for transition into the Senior Phase. We have found this to have been successful and we will continue to develop the curriculum in this way.
- All stakeholders are able to talk about how the unique features of the school community which informs the design of the curriculum. The whole school community has an understanding of curriculum for excellence which is the impact of the work done with the learning ladders and

which led to the vocational curriculum being developed. This increased certification opportunities for all.

- All staff expect improved levels of attainment and achievement for all learners. This is evident in our data collection over the past three years- an increased range of certification being offered in the senior phase which has led to raised attainment and achievement.
- The interdisciplinary programme is varied and relevant with Friday mornings being dedicated to collaborative learning activities. Young people are involved in the planning of all IDL and this has led to improved outcomes for all. IDL opportunities are now available every Fridays and through themed weeks throughout the session. These are planned through the experiences and outcomes as well as SQA and wider achievements e.g. JASS and Duke of Edinburgh Award.

Development of the curriculum

- In BGE young people study across 8 learning areas as well as through Outdoor Learning, and IDL based on the Experiences and Outcomes and SQA and themes and events. Staff plan carefully to ensure young people are ready for progression into qualifications in the Senior Phase. Courses and programmes have a strong emphasis on developing the knowledge, skills and attributes, including active and responsible citizenship and enterprising approaches to learning.
- All third year pupils complete a profile which supports them in choosing subjects in the Senior Phase. It also ensures that our learners are making informed decisions about their areas of study within the senior phase. Parents and staff support all learners in making these choices.
- The school has developed a comprehensive and strategic approach to providing a progressive IDL framework. In the past the school has focused on Theatre Arts as its main approach to integrated learning. IDL is now well planned across the school and all learners take part in whole school themed weeks during session eg the Scottish week and Health and Wellbeing week. An IDL wall has been created and implemented and a proforma designed to support the sharing of lesson plans for IDL. The IDL wall has also allowed the sharing of good practice and planning of activities.
- There is a strong commitment to ensuring links are appropriate and help broaden and deepen learning and that they are not tokenistic. Building on existing practice, staff have developed a culture of collaborative working to help young people make the most of connections across learning. This fits well with the school's commitment to distributive leadership and improvement. Staff are continuing to refine this aspect of their work to support coherence and progression in learning for young people. There is clear evidence of successful joint planning and shared expertise involving a range of departments to help the school take this context for learning forward.
- All young people have high quality physical education each week and through a wide range of lunch time clubs and options morning young people are being encouraged to make positive choices to improve health and fitness. Young people are also being encouraged to pursue these interests outside school and school staff are tracking this progress for each individual pupil. Religious observance is well developed and clearly linked to our reflective practice.
- We have reviewed, refreshed and developed our curriculum to align it to the principles of Curriculum for Excellence. It reflects the learner entitlements and incorporates a well-balanced, certificated and challenging Senior Phase where all young people exercise personalisation and

choice. There is a planned transition into the Senior Phase and teachers work collaboratively to ensure planned progression towards the National awards. We will continue to build on this work by evaluating and refreshing the curriculum structure and further developing staff skills and confidence to plan effectively whilst developing an appropriate range of high quality learning experiences.

- Time is protected for professional learning and collegiate working to develop the curriculum and consider its impact on children and young people. Staff work together regularly in development groups to further develop the curriculum e.g. ICT development group, IDL development group, HWB development group and Total communication development group all of which have been extremely successful and led to improved outcomes for all.
- Very good use is made of information and support materials drawn from a range of local, and national resources to support curriculum development. ICT is increasingly being used to enhance curriculum experiences as part of learning and teaching. We have purchased additional iPads, and will hope to purchase more in the future. The ICT development group have arranged a training programme for all staff to develop skills in technology to support young people in their learning. The staff will now be using HGIOS4 as the evaluation toolkit to continue to improve.
- There is now a focus on outdoor learning, a progressive curriculum-led experience for all learners. A planned programme ensures all learners take part in the outdoor learning programme throughout the session. The Duke of Edinburgh Award is part of this programme as are some parts of JASS. Learners are working in the school garden and developing in skills for life. The gardening course offers certification in the senior phase.
- There is a focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills across the curriculum. All staff understand responsibility for all and these experiences and outcomes are well planned in teachers planning system. Staff have taken part in training for the literacy, numeracy and health and wellbeing master classes and have built capacity in becoming teachers of literacy, numeracy and health and wellbeing.
- All staff are developing and refreshing courses and programmes using experiences and outcomes in BGE and implementing new national qualifications in the senior phase. All subjects offered in the senior phase are now certificated and the school has increased the range of subjects offered to learners. Termly subject plans reflect these developments and track progress.
- All young people are making very good progress through their IEP targets and regularly discuss progress with staff and parents. Reflective practice has been built into reflective practice on a Friday morning.

Learning pathways

- Young people in the senior phase follow a broad range of SQA courses and units from National one to National 5. The school also offers ASDAN, The Duke of Edinburgh Award, JASS and Personal Development Award and Personal Achievement Award. Currently every subject offered in Senior Phase is certificated and all learners have the opportunity to choose subjects to study. The school has extensive choice based around skills for life and work. Certificated courses are offered in the school's salon, The HUB offering painting and decorating courses, the Café offering

courses in hospitality, the gardening department and the parenting course offered to all leavers as part of HWB. Skills development is also tracked.

- The school staff are engaged in supporting and developing literacy, numeracy and health and wellbeing across learning through the whole school focus groups which involves all staff and young people. The literacy programme is based on sound literacy acquisition techniques and is carefully planned and tracked. The numeracy programme is based on time, money and measurement, all concepts our learners find challenging. The health and wellbeing programme is focussed on physical, mental, emotional, and social wellbeing.
- Learning for sustainability is evident across our curriculum. The curriculum is relevant and supports our young people when transferring to another school or onto a positive onward destination. Learners are well supported in BGE and senior phase. Learners are also supported at key transition points. Partnership work is a key strength enhancing learning pathways. A Transition worker and Skills Development Scotland are supporting young people as they move to an onward destination.
- A Curriculum Map has been developed and shows progression from BGE through to Senior Phase. All learners receive their entitlement. The school is very good at keeping up to date with increased expectations for the curriculum as laid down by Scottish government and is now focused on closing the gap and the National Improvement Framework.
- All learners have a profile folder which contains their learner journey as well as their IEP. They reflect three times per year with parents and staff and this has certainly led to the raising of attainment and achievement as well as families and school working together as a team around the child. Planning for choices and change features throughout every day teaching and learning.
- Teaching Staff are using a variety of active learning strategies with increasing confidence. AifL is being monitored by SMT during classroom observations. We provide opportunities for personalisation and choice and make sure all learners have their voice heard when refreshing curricular programmes, IDL opportunities and other school developments impacting on the curriculum. For example the Head Boy asked questions to Nicola Sturgeon the First Minister about college placements and onward destinations because in the current climate this is a real worry for our learners and their families.
- Learners make very good progress in their learning. Learners are enjoying their learning and during a recent survey reflecting within their learning profiles (yellow folders) clearly indicated that they are happy in school and that school was exciting especially IDL on a Friday morning.
- **Skills for learning, life and work**
- There is a very strong focus on skills for learning, life and work throughout BGE and Senior Phase. All young people are challenged to achieve the Pilrig Skill set given to them as they enter Pilrig Park. They are challenged to achieve these before they leave. All of the skills are written to help support all of our young people in life beyond school. e.g. "I can use a mobile phone," "I can use the internet," "I can give the exact money for my shopping at the supermarket". These skills are very well linked to the homework programme and the impact has been improved outcomes for all across the school.

- The school has personalisation and choice based around skills for learning, life and work. Certificated courses are offered in the school's salon, The HUB offering painting and decorating courses, the Café offering courses in hospitality. The parenting programme and the gardening department. Skills development is also tracked within every learners' profile folder.
- The school staff are engaged in supporting and developing literacy, numeracy and health and wellbeing across learning through the whole school focus groups which involves all staff and young people. The literacy programme is based on sound literacy acquisition techniques and is carefully planned and tracked. The numeracy programme is based on time, money and measurement, all concepts our learners find challenging. The health and wellbeing programme is focussed on physical, mental, emotional, and social wellbeing.
- Our curriculum has a strong focus on developing the skills our young people need in the world of work. The annual careers fair was again a huge success with staff, pupils and parents from schools across the City attending. Many of the school's business partners set out stalls as part of the fair and they were very well received. Feedback was extremely positive and the school will organise a fair next session.
- We make our children and young people aware of a range of careers and the skills required for them. Planning for IDL is now in place and this is delivered on a Friday with a focus on skills for learning, life and work.

QI 2.3: Learning, teaching and assessment.

- *Learning and engagement.*
- *Quality of teaching.*
- *Effective use of assessment.*
- *Planning, tracking and monitoring.*

Learning and engagement

- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to better learning outcomes. The staff team have worked together in development groups leading on priorities linked to school improvement. Professional dialogue groups in place which give staff the opportunity to work together, taking the school forward on its journey to improvement. Professional dialogue groups work together weekly leading to school improvement.
- The learning climate is extremely positive and this encourages and supports effective teaching. Interactions between young people and staff are very positive in all classes. Teaching staff are welcoming of young people's ideas and contributions and work hard to build their confidence through productive interactions. Most teachers motivate young people effectively. Learning intentions and success criteria are shared consistently in most classes and there will be a renewed focus on AiFL next session. Teachers make good use of a range of methodologies to ensure that learning is varied and engaging through practical tasks, presentations, discussions, peer and self-assessment and collaborative type group work activities.

- Learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work. All successes are celebrated at weekly assemblies.
- Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. For example a learners have their say through the pupil council, in the diary room and as part of everyday learning and teaching. There is a very strong senior prefect system in place allowing young people to develop as leaders.
- Learners receive feedback on their learning and have an understanding of their progress in learning and what they need to do to improve. This is monitored through the schools robust system to monitor and evaluate learning and teaching. Young people know and understand their learning targets and have the opportunity to go over these during reflective practice time on a Friday as well as planned time to measure the progress of every learners' journey.
- Learners are encouraged to give feedback to peers on their learning and suggest ways in which they can improve. This happens every day as part of learning and teaching. For example within the lifelong learning base cooperative learning takes place regularly. Young people give feedback to their peers and some use differentiated materials to do this i.e. through the use of board maker symbols and photographs. The impact of this is that every young person can give feedback to support their peers in learning which has helped to build an inclusive environment.

Quality of teaching

- There is a robust and efficient system in place to M/E learning and teaching. A detailed timeline for this is shared with all staff as part of a transition pack given to staff in June. There is also an agreed focus for classroom observations and this is linked to school improvement. For example a development group has been taking total communication forward in the school and so as part of the classroom focus SMT were looking at differentiation and in particular using Boardmaker, symbols and signing to support learners. The impact of this has been that differentiation and personalised planning is evident in teachers' plans and this is carried into classroom practice.
- Staff are encouraged by the Head teacher to use educational research to improve learning and teaching. Staff have used Education Scotland website and SQA site to access materials and resources to enhance their practice. A key strength of the school is just how motivated staff are to continually research and develop their practice to enhance outcomes for all learners. Staff are also encouraged to link with other schools to enhance their practice. For example the Acting DHT recently worked with the DHT at Braidburn on the recording of SQA. Senior Phase staff attended a course verification and moderation session where all staff in special schools had the opportunity of meeting together and moderate standards. This was hugely successful.
- Young people listen attentively, are well mannered and are keen to participate and offer opinions and views. All learners are developing the four capacities very successfully in the wide range of learning activities which staff provide in and beyond the classroom. Learners know what they are learning and tasks are clearly explained. Across the school staff routinely and explicitly and with high levels of consistency, share learning intentions and success criteria with learners. They respond well to many high quality cooperative learning opportunities in class and the wider community. Young people enjoy and are stimulated by the wide range of opportunities to be actively involved in their learning, such as group and pair work, and contributing to discussions. Staff have continued to focus on Total Communication as a development priority and this is

having impact on learning. Learners are using signing, Boardmaker and are encouraged to use iPads to support learning.

- Planning is proportionate and manageable and clearly identifies what is to be learned and assessed. Staff planning has been standardised across the school and is carefully monitored by SMT. Written and oral feedback is given to all teachers on planning and this has a positive impact on learning and teaching. There is also a strong mentoring programme between staff. This has led to an improvement in planning learning and in the delivery. Staff share best practice in mentoring sessions, at staff meetings, during CAT sessions and in CPD sessions. .
- An excellent system of Homework has been developed, implemented and now shared across the City as an example of best practice. This links well with skills development and encourages all learners to take some responsibility for their learning. It also engages families in their young person's learning.

Effective use of assessment

- Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning. Most staff are confident in using AifL strategies and this is carefully monitored by SMT through the m/e of learning and teaching system. AifL is evident in all teachers' plans and staff are far more aware of assessment simply being part of learning and teaching and that it must be a dynamic process.
- Staff are confident at building up evidence to support assessment judgements and decisions about next steps. This is because of the general understanding that assessment is a dynamic process and that it should be part of everyday learning and teaching. Young people contribute by giving their views on where they are in their learning in many different ways. Young people are confident in giving their views on their learning because it happens routinely every day. For example in almost all lessons observed by SMT this session all young people were given very good feedback at the end of lessons and were given the opportunity to give their views on their learning. This has helped our learners develop in the four capacities.
- Processes for assessment and reporting are manageable and effective in informing improvements in learning and teaching. All staff are tracking learning and recording information daily. At key points in the session i.e as termly plans are written, all achievements are recorded on the school's electronic tracking system. This was a commercial system the school invested in called Learner Journey. The impact of this system is that the school has a very accurate picture of where every young person is in their learning. Every aspect of attainment and achievement is recorded on this tracking system and informs all transition processes making sure progress is built on prior learning.

Planning, tracking and monitoring

- We track all pupils through an efficient whole school tracking system called The Learners' Journey which is linked to the schools Reflective Practice. Staff record progress on the learner journey when writing new learning plans three times per session.
- Whole school data is tracked using an efficient data collection form developed by the school. This has now been shared across the City of Edinburgh and beyond. This data collection allows the school to analyse attainment over time looking at trends and comparisons. We look forward to receiving the insight tool to allow us easy access for comparisons across Scotland.

- As well as using the formal electronic tracking system staff deploy a wide range of methods to track progress and have successfully completed a tracking document for all learners at Pilrig Park which sits as part of their planning folder and updated during reflective practice time which is timetabled weekly. Staff have developed the use of learning ladders to track learners' experiences and outcomes and these are used and understood by pupils, staff, parents and partner agencies. This school now has a comprehensively joined up system of personalised planning and tracking attainment and achievement. This strong culture of self-evaluation has a positive impact on learning, attainment and achievement.
- All teachers are developing in skills of data analysis which are focused on improvement. One member of staff has taken responsibility for SQA data and an accurate record is presented as part of this report this year as are comparisons and trends between these findings and those from the past. We can thus build a clear picture of the school's journey to improvement and the impact of what we have been developing and implementing on all of our learners and their families.

QI 2.4: Personalised support.

- *Universal support.*
- *Targeted support,*
- *Removal of potential barriers to learning.*

Universal support

- Both universal and targeted learning and support is embedded and is having a positive impact on young people's progression with their learning. There are now high expectations for all learners across the school with staff carefully planning high quality learning experiences for all learners. Staff now plan for individuals and offer extra support to learners where appropriate.
- All our staff understand that they have a duty to identify the support needs of all of our learners including care and welfare needs. All staff work together to put support in place to meet those needs. The whole school has had a clear focus on planning for improvement and because of this we have revised processes and procedures for identifying learning needs. Learners are now seen as individuals and are planned for accordingly. We have some baseline assessment in literacy and numeracy and this is used to ensure learners in BGE are working in the correct learning group. We have collapsed age and stage in BGE and the impact is certainly that all learners are appropriately challenged and working at the correct pace.
- All young people are receiving their entitlements through a BGE and Senior Phase where personalisation and choice is evident. Young people are involved in the planning of their learning for example in IDL so activities are relevant to them and realistic expectations are expected. We work closely with learners and partners for example in multi-agency transition meetings and young person's planning meetings to identify and review both learning and behavioural needs etc. The system around these meetings has successfully supported young people and their families which is really important especially as they move to adult services and life beyond school.

- Universal support at Pilrig Park includes important support from the family, the school community and other available services. This support includes the chance for all of our learners to regularly talk about their learning to staff and in most cases register teachers take on that key guidance role. The register teacher takes on a mentoring role.

All young people at Pilrig Park receive personal support to allow them to:

- Review their learning and plan next steps.
- Gain access to appropriate learning activities.
- Plan for personal achievement.
- Cope with change and choices they have to make.
- At Pilrig Park young people are at the centre of this planning and are actively involved in their learning and development.

Targeted support

- All learners at Pilrig Park receive support from specialist services for example: education services, an educational psychologist, as well as from other agencies such as health and social work. This targeted support allows all of our learners to have full access to Curriculum for Excellence.

Targeted support is needed for learners at Pilrig Park because of their:

- Family circumstances.
- Disability and health needs.
- Social and Emotional factors.
- We use a staged approach when deciding the support each learners needs and make sure parents and the young person are fully involved.

Removal of potential barriers to learning

There is a strong ethos across the school to minimise the impact of potential barriers to learning.

- Tasks, activities and resources are increasingly active and well matched to the needs of pupils. Improvements over the past 3 years have resulted from focussed work to:

Extend the range of teaching and learning styles to meet the needs of all learners,
 Embed an efficient and robust system to m/e learning and teaching,
 Build a skills based curriculum where there is improved personalisation and choice,
 Make sure the curriculum shows relevance ,
 Make sure there is coherence from BGE to senior phase,
 Raise attainment and achievement,
 Support every young person into a positive, relevant and sustainable post school destination through effective transition processes,
 Support every young person to learn in an inclusive and positive learning environment

The revised curriculum and improved processes for effective transition and the promotion of positive behaviour are now having a positive and significant impact on the school's positive and inclusive learning environment.

- We will continue to build on this work to meet the full range of needs, and ensure appropriate support and challenge to maximise progress. Teachers will use an effective range of approaches to support individual needs where tasks and activities are set at an appropriate level.

A range of active learning strategies are used effectively by staff to match the appropriate pedagogy to the needs of young people. A number of staff provide very sensitive and highly skilled approaches to meeting the needs of young people with autism and more complex needs. Learners experiences are enriched and needs met through the use of total communication and increased use of IT. Tasks, activities and resources for those with autism include work of outstanding practice. This was highlighted by HMIE and also in the authority review.

- Six young people have a CSP which have been regularly reviewed and monitored and five looked after children have appropriate forms of planning and are well supported. School has developed positive and young person friendly transition meetings for all. The meetings are organised using solution focused principles and the importance of voice of the young person is a key strength of the approach. The principles of Getting it Right are well embedded in the approach taken by the school which is in line with the City of Edinburgh policy guidelines. Parents report positively regarding their experience of their transition meetings and felt that the resultant reports are user friendly and clear. Parents also felt that through the reports they could track the progress of their young person easily. The school has a clear and comprehensive positive behaviour management system which has a major impact on learning. The Head teacher and staff have high expectations of behaviour in the classroom and beyond and staff provide a nurturing and supportive environment for learning.
- All learners have an IEP which are very effective working documents using symbols and pupil friendly language where appropriate. Young people are very aware of the content of their IEPs and can speak about their progress in meeting their targets. The IEPs link effectively with the curriculum tracking and monitoring processes and the learning ladders. The yellow folders are developing towards a complete learning profile of each young person. This profiling helps to break down the barriers young people have to learning and helps to put positive strategies in place for them to succeed and make progress.
- Staff and learners now use symbols very effectively across learning including personal and class timetables, when making choices and in sharing their feelings. Young people for whom it is appropriate are using a range of appropriate technological aids very well to communicate. Staff know young people very well and are aware of their learning needs. Positive relationships between the young people and teachers are a feature of all classes. Support staff also support young people very well. Young people value highly teachers' commitment to providing additional support to enhance their learning whenever appropriate. The school has very effective approaches in place to identify the learning needs of young people. For example we are closely involved in working with associated primary schools at times of transition. School works effectively through multidisciplinary forums to identify, assess and plan for the needs of young people through transition meetings, including those with autistic spectrum disorders. Transitions are very well planned for at all stages.
- Young people are involved in setting learning targets and have the opportunity to discuss their learning during reflective time on a Friday with their register teacher. This helps them to develop self-reflection and problem solving skills.
- Training will continue to enhance staff understanding of associated factors which may hinder learning. Staff from partner agencies have successfully contributed to enriching learners' experiences and breaking down the barriers to learning. This has allowed staff a better understanding of the young people they teach and barriers which may affect learning taking place. For example as part of the literacy focus programme all staff took part in training. The impact is now measurable in that all teachers are now teachers of literacy and across the school

staff now know young peoples' literacy ability so adjust worksheets and reading materials appropriately. This means outcomes and learning experiences have been improved for all learners across the school.

What are we going to do next?

- Organise CPD around equality and inclusion specifically looking at breaking down barriers to learning e.g. total communication and building staff capacity to work with young people with autism

QI 2.5: Family Learning.

- *Engaging families in learning.*
- *Early intervention and prevention.*
- *Quality of family learning programmes.*

Engaging families in learning

- Creative approaches are used to engage families. Currently time has been spent on engaging parents in their young person's learning and including them in all review meetings, young person's planning meetings, transition meetings, parent consultations school productions and careers fair.. Almost all parents are attending all of these events and support their young person with the homework initiative which has strengthened the school parent partnership. The school has an open door policy
- All young people and their parents are included in all aspects of the learners' journey whilst at Pilrig Park. Learners are participating, they are achieving and progressing well in their learning. This is a measurable impact of the improvements in our school as a result of improvement planning in which the whole school community takes a role.

Early intervention and prevention

- Staff have an appropriate shared understanding of Getting it Right for Every Child (GIRFEC) and use these approaches to meet some of the needs of families. There is a team around every young person with NHS, social work and education teams working together supporting our young people and their families which results in improved outcomes for all. This support also promotes equality, fairness and diversity.
- Through existing supports in school e.g. NHS and education teams, transition team, skills development Scotland, guidance / register teacher, partnership working, reflective practice, young persons' planning meetings, transition meetings and pupil council our young people and their families are supported in developing strategies which lead to positive relationships, better learning and better behaviour.

Quality of family learning programmes

- Through the strong staff team, range of partners, young persons' planning meetings and transition meetings and the homework initiative the school has built up a culture of belonging. Families report regularly that they feel part of the school and engage in their young person's learning when they can. The school has built up a strong platform from which they can build family learning programmes. The school knows their families well.

What are we going to do next?

- To write relevant family based learning programmes to meet the needs of our families. This will appear as a priority in our improvement planning for session 2017-2018. Through family based learning we will continue to promote equality, fairness and diversity.

QI 2.6: Transitions.

- *Arrangements to support learners and their families.*
- *Collaborative planning and delivery.*
- *Continuity and progression in learning.*

Arrangements to support learners and their families

- Across the school transition is well developed at all stages. Planning is thorough and much of the process is pupil led. Young people speak confidently and positively about the transition programmes and are able to settle into learning more quickly and confidently. Post school transition is very well developed and successfully provides creative packages for all young people in collaboration with a wide range of partners.
- There is a well-attended annual transition event planned to provide young people and their parents with opportunities to meet the college staff and voluntary organisations involved in the post school sector. Young people and parents from other schools are also invited to attend the event. This supports all leavers to make informed decisions about their future and has resulted in the school achieving 100% positive destinations for all leavers over the past 3 years.
- Pilrig Park has forged very successful working links with Drummond Community High School in Science, St Mary's music school, Castlebrae Community High School in Vocational Studies, George Heriots in Skills for Work and the Duke of Edinburgh Award, Drake music and the Festival Theatre in Expressive Arts and Spartans football club developing learning programmes through football. The impact of this partnership work has been very positive. For example 5 pupils gained Duke of Edinburgh Gold Award through the partnership with George Heriots School.
- The Head teacher attends a CMRG to assess the needs of young people applying for a place at Pilrig Park. Placement is based on need. Once a young person has been allocated a place at Pilrig Park they take part in a well-planned transition programme which is very well supported by staff. to attend. There is a robust system in place around transition. The school also offers a secondary school experience to cluster primaries throughout the year. Currently two schools take part in this and are welcomed in to the school community as part of a planned learning and events programme over 10 times throughout the session. The impact of this is that learners who gain a

place in S1 at Pilrig Park settle into their new school very quickly and there is continuity of learning.

- Staff have worked hard to achieve effective transitions for those leaving Pilrig Park to an onward destination whether it be to another school or to a positive, relevant and sustainable destination. Detailed learning plans and tracking of attainment and achievement accompany each young person as they move on so that the transition is smooth and there is a continuity in learning. All of our leavers over the past 3 years have sustained a relevant and positive destination and continue to progress in their learning.

Collaborative planning and delivery

- To ensure coherence in learning, staff liaise and work closely with each other when young people progress from year to year. Young people are discussed at young people's planning meetings, transition meetings, at SMT meetings, support staff meeting and at general staff meetings. Young people and progress may also be discussed during in-service days and during CAT sessions. This has led to improved outcomes for all young people. Young people are clearly at the centre of all planning.
- There are planned opportunities for staff to come together to develop a shared understanding of progress across levels and into the senior phase for all learners. The school has developed an effective planning and tracking system to measure attainment and achievement by recording progress with the experiences and outcomes and SQA in the senior phase. All young people are actively involved in setting targets in their IEP. The progress of these targets is measured and over the past 3 years over 95% of learners have achieved all IEP targets.
- There are strong partnerships built around collaborative planning for example Skills development Scotland, Real Jobs, Enable, Edinburgh College, Tipherith, Castle Craggs, Upward mobility and the transition team. All of these partners help to plan and support our young people into life beyond school.
- Children, young people and their parents and carers are actively involved in planning transitions. All young people have an annual transition meeting and parents, pupils and relevant partner agencies attend. The Head teacher and PT for Numeracy & Transition lead an effective formal system around transition which is leading to improved outcomes for all.

Continuity and progression in learning

- There are clear, shared processes in place for the transfer of information about all young people's learning and achievements across the curriculum. Information about young people's learning and achievements is used effectively to ensure continuity in learning across the curriculum for all.
- Profiling, including S3 profiles, is used to inform and improve future learning. They are used with young people to discuss their progress to support continuity in learning at transitions. These profiles form part of every learner's learning journey and help support them to make choices within the senior phase whilst developing skills for learning, life and work.
- Young people are able to articulate their progress to key adults as they make the transition from one stage of learning to another.

- Young people are supported to make informed choices about the next phase of their learning, this includes: preparation for further education; and the world of work and future careers. The school works in partnership with Skills Development Scotland with a key focus on developing in skills for learning, life and work. Young people are given many opportunities at Pilrig Park to develop in these skills, for example, planning of IDL, the senior prefect system and the running of a pupil council which impacts on decision making within the school.

What are we going to do next?

- To work with colleges on the future of courses being offered.

QI 2.7: Partnerships.

- *The development and promotion of partnerships*
- *Collaborative learning and improvement.*
- *Impact of learners.*

The development and promotion of partnerships

- A key strength of the school's curriculum is the extensive range of partnership working especially around the vocational courses. The school works effectively with partners in almost all curricular areas and this helps to engage young people in activities which generate creative thinking and problem solving, and challenges them to work well with others. The whole school activities programme in May provided each learner with the opportunity to apply prior learning in different contexts.
- Partnership work with stakeholders, including parents and carers, the local community, the public sector and business organisations, is based on mutual trust and respect. The whole staff understands the importance of partnership working leading to improved learning experience and improved education for all learners. For example a new partner linked with Pilrig Park School this year. Spartans football offer a football experience to young people on a weekly basis and the skills our young people are developing go way beyond that of simply being better footballers. Our young people are developing in problem solving skills, and also in the four core creativity skills. The impact of this football programme on our learners is seen in better self-esteem, confidence and in relationships with peers.
- The school consistently tries to involve parents and carers in shaping policy and services to improve impacts. We will continue to gather views of parents and partners through questionnaires, analysing information returned and issuing next steps set. We will invite some partners onto school development groups over the next session all of which should lead to improved outcomes for all learners and the service in general.
- Partnerships have clear agreements where the purpose, aims, roles and responsibilities are clear and understood by all involved. In particular Educational Psychologists and our partner agencies within the NHS all have clear remits roles and responsibilities with the young person clearly at the centre. These Key partners attend transition planning meetings and appropriate young people's planning meetings which increases the quality of support for all of our young people.

- A significant number of partnerships have been developed which improves the quality of support for learners, enhances learners experiences and improves overall quality of education eg Links between ASL Service staff, Psychological Services, CAMHS, Barnardos, Social work, QIO Teams, other Special Schools, Children First, B and Q, John Lewis, Omni cinema, Duke of Edinburgh Award, Spartans football club, The Botanic Gardens, Festival Theatre and a variety of business partners.
- The school and partners share skills, knowledge and experience and take part in joint professional learning opportunities. They learn from effective partnership practice elsewhere.

Collaborative learning and improvement

- Partnership working is strong in some areas in school and this enhances learning and teaching. The school recognises that partnership working could be developed further. New partners for example The Spartans Football club has helped to support the introduction of a new learning programme through football and has improved outcomes for learners in BGE and senior phase.
- Staff support parents/carers to actively engage in their children's learning, attainment and achievement. Parents are invited to attend all planning meetings and YPPMs as well as to enterprise activities. Parents are kept well informed about learners' progress and receive detailed minutes on all YPPMs.
- The school jointly plans and evaluates shared projects with partners. There is now a robust self-evaluation for improvement system within the schools and partners are asked their views. Their views are acted upon and may lead to school improvement. e.g. the fundraising project for Macmillan during IDL. This was successful and supported by partners.

Impact of learners

- Feedback from partner organisations indicates strong and effective relationships with the school. The school and partners share skills, knowledge and experience and take part in joint professional learning opportunities, especially with partners agencies linked to NHS. They learn from effective partnership practice elsewhere.
- The school can demonstrate the impact of partnerships through improved outcomes for learners. This is especially evident in the vocational programme in the senior phase, for example, B and Q support the painting and decorating department. The school has increased its range of SQA certification through partnership working e.g. pupils working on the 'Awfy big variety show', will gain a SQA national qualification in performance arts. Opportunities for wider achievement has also increased through partnership working. E.g. JASS
- Pupils participate with enthusiasm in a range of celebrations, religious festivals and themed weeks. They increasingly take responsibility for their learning and monitoring of progress. Working with a range of staff on the Christmas Service has enriched and extended the learning experiences we are able to offer. Learners have exhibited increasing confidence as they have benefited from a range of specialist expertise.
- The school is working with new Expressive Arts partners on a City wide IDL project called 'The Awfy Big Variety Show'. The final performance will be held at The Festival Theatre in June 2016. All Special Schools in Edinburgh are currently working on this project. This is an opportunity to work with adults and learners from other schools and develop skills for learning, life and work

- We have raised attainment and achievement through partnership working in Expressive Arts, vocational courses and a programme of study at the Botanic Gardens.

What are we going to do next?

- To build up new partnerships to enhance the curriculum and improve the quality of learning and teaching.

Successes and Achievements: How good are we at improving outcomes for all our Learners?
3.1 Improving wellbeing, equality and inclusion.
3.2 Raising attainment and achievement.
3.3 Increase creativity and employability.

Overall the quality of success and achievements is good with some aspects very good.

QI 3.1: Improving wellbeing, equality and inclusion.

- *Wellbeing.*
- *Fulfilment of statutory duties.*
- *Inclusion and equality.*

Wellbeing

- All stakeholders promote a climate where children and young people feel safe and secure. The Head teacher has worked with the authority to employ more support staff as the needs of young people change.
- Almost all staff and partners model behaviour which promotes and supports the wellbeing of all.
- Almost all staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.
- Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.
- Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing. The school has developed its grounds and are now used for learning and teaching. The gardening department work with young people in BGE and then offer a certificated course in the senior phase. The whole school community are very proud of what has been achieved in the school grounds.

Fulfilment of statutory duties

- All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.
- All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.

Inclusion and equality

- The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance. The school addresses these issues through assemblies, RMPH and through HWB.
- Some Children and young people are becoming knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it.
- Learners express a very high degree of satisfaction that their views are taken into account. They feel safe and well cared for. They are treated with equality, fairness and respect and show a great deal of respect to each other in their learning. Young people speak positively about the help they receive from staff and enjoy being learners in school .Learners contribute significantly to an exceptionally positive learning environment where relationships with staff are very positive and where there are high levels of quality interaction between staff and young people and between young people themselves.

QI 3.2: Raising Attainment and Achievement:

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

Attainment in literacy and numeracy

Numeracy

- Young people are developing confidence and skills in number, money, measurement and time. Young people engage across the school and also within the numeracy focus time. At senior stages young people's numeracy skills are developing through work for the school show in CDT, Home economics, science and the skills for life and work programme. Almost all pupils are meeting relevant targets in their individualised educational programmes for numeracy. IDL is now well developed and planned and supporting learners in numeracy. IT is well used to support Numeracy. All of the Numeracy focus programme is linked to the Experiences and Outcomes and new resources have been purchased. Numeracy is embedded in the curriculum. All teachers are now teachers of numeracy.

Literacy

- Almost all pupils are meeting relevant targets in their individualised educational programmes. Young people are making very good progress with their reading skills across literacy and are now much more focused on writing. IT is well used to support Literacy. Learners give good attention to spelling. Well planned and challenging IDL supports learners in literacy. All of the Literacy programme has been linked to the Experiences and Outcomes and new resources have been purchased. Literacy is embedded in the curriculum. All teachers are now teachers of literacy.

Health and Wellbeing

- A new approach to delivering Health and Wellbeing to all learners has been developed and has had a positive impact on learning. This is delivered through a series of master classes in focused time similar to Literacy and Numeracy. All staff were involved in writing the course materials and are now involved in the delivery. Young people are developing their understanding of all aspects of Health and Wellbeing and the world of work through a wide range of experiences which takes place both in and out of school. Many partnerships have been built around this. Learners are developing confidence and skills in decision making. Young people's mental and emotional wellbeing is being effectively developed throughout the curriculum as part of the caring ethos of the school. The school reinforces all aspects of health and wellbeing through the routines of the school day eg healthy eating, table manners and on residential trips. There are strong links with the local community, care homes and local businesses which support learners in skills for life and work. Well-developed IDL supports learners in Health and Wellbeing. Health and Wellbeing is embedded in the curriculum. There is now a parenting course offered to all leavers. This was written and developed by staff as part of a HWB development group. A national qualification is offered through this successful course.
- Literacy, Numeracy and Health and Wellbeing forms all Homework activities. A new homework initiative started in September 2014. All young people are encouraged to complete 3 at activities in Literacy, Numeracy and Health and Wellbeing monthly. Progress is tracked by Principal teachers and has strengthened the partnerships between Parents and school. This initiative has been shared with other schools across the City.

Attainment over time

Overall attainment and achievement is good

- In February 2015 the total number of presentations made was 621 and continuing to increase. The percentage increase over four years was about 500%. Over the past four years we have significantly increased the number of units and courses being offered to our Senior Phase learners and now every learner in Senior Phase has more choice offered around certificated courses. All young people in Senior Phase receive their Entitlements and demonstrate progression moving from National 1 to National 2 courses in some subjects and progressing from Bronze to Silver to Gold in Personal Achievement Awards.
- The curricular range has also continued to grow. Over the past four years presentations made by the eight curricular areas has increased significantly at levels ranging from National one to National five. The percentage increase in the curricular range is about 170%.
- As a school we are happy with our improvement in performance. Across the City of Edinburgh we are performing very well. In comparison to a school with the same profile as Pilrig Park we have significantly more SQA presentations being made and have a larger number of presentations at National 4 and 5. Interestingly in comparison with how learners in mainstream matching the profile of learners at Pilrig Park our total number of SQA presentations again is much greater and we offer a significantly larger curricular range. Learners from three mainstream schools access our curriculum in Senior Phase.

- Nationally we are also doing very well. In comparison to a link school in Aberdeen and Glasgow the total number of SQA presentations made for learners at Pilrig Park is significantly greater. We offer a much wider curricular range also. This trend we plan to continue with extending our curricular range further especially in skills for life and work. The childcare course was offered to learners in August 2015 and helped increased SQA qualifications being offered in the Senior Phase. Due to a staffing issue this session there were no science presentations made at SQA level.

Table 1: Attainment information – Summary of SQA Qualifications

	2012– 2013	2013 – 2014	2014– 2015	2015– 2016
No. of S3-6 learners achieving awards	42	46	45	
Courses				
Total no. of Access 2/ National 2 Course Awards	56	44	35	
Total no. of Int 1, & Acc 2&3 Course awards (Nat 2,3,4)	58	93	67	
Unit Awards				
Total Access 1, National 1 unit awards each year	139	152	192	
Total Access 2, National 2 unit awards each year	341	217	196	
Total Access 3, National 3 unit awards each year	27	84	49	
Total no. Intermediate1, National 4 units. Total no Intermediate 2, National 5 units Awards.	3	32	14	
Total no of Unit and Course Awards Inclusive of course units.	567	619	621	

Table 2: Subject/ Curricular range

	2012– 2013	2013 – 2014	2014 – 2015	2015-2016
No. of subjects presented at **				
Standard Grade	0	0	0	
Access 1 – 3				
Courses		0		
• Access 1 –National 1	0	6	3	
• Access 2 –National 2	3	5	8	
• Access 3-National 3	1		3	
Units				
• Access 1 –National 1	7	9	11	
• Access 2 –National 2	8	13	8	
• Access 3 –National 3	4	5	5	
Intermediate 1 / 2 National 4 / 5	2	3	0	
• Courses		0	0	

	0			
• Units	1	2	5	
Total Number	25	42	43	
Total Number at other centres	1	2	6	
Overall Total Number	52	87	92	

INDIVIDUALISED EDUCATIONAL PROGRAMMES	S1-S3	S4-S6
% of pupils who achieved most literacy targets	96	98
% of pupils who achieved most numeracy targets	96	98

INDIVIDUALISED EDUCATIONAL PROGRAMMES

- All of our pupils have an Individualised Educational Programme and in first to third year 96% achieved all of their targets. 98% of pupils in the Senior Phase achieved all of their targets. This compares favourably with results over the past three years and better than a school with a similar profile within the City of Edinburgh.

Overall quality of learners' achievement

Overall, the quality of learners' achievement is ADD

- The Duke of Edinburgh Award continues to be very successful for our pupils. Through the Duke of Edinburgh Award, The Personal Development, Personal Achievement and The JASS Award our learners are successful, confident, exercise responsibility and contribute to the life of the school and the wider community. Over the past four years the numbers of pupils achieving success has been consistent. However in session 2013-2014 there was a marked increase of pupils achieving Bronze, Silver and Gold Award. A strong partnership with Heriots school was built around the Duke of Edinburgh Award scheme. Our learners are motivated and enthusiastic in taking part in the awards as they understand the impact they have on gaining a positive school destination.

Other achievements (whole school)

	2012-13	2013-14	2014-2015	2015-16
Health Promoting Schools Award	Level 1	Level 2	Level 2	Level 3
Eco Schools Awards	1 st Green flag	2 nd Green Flag (Aug 2012)	3 rd Green Flag. Achieved.	
DoE Awards <ul style="list-style-type: none"> Gold Silver Bronze 	3- (started 3 completing out of school) 11	3- 17 8	Gold- 4 Silver- 3 Bronze- 12	
JASS Awards <ul style="list-style-type: none"> Gold Silver Bronze 		20 15 0	Gold- 13 Silver- 11	
Caledonian Awards <ul style="list-style-type: none"> Gold Silver Bronze 	2 6 6	n/a	n/a	

- There is a strong ethos of achievement throughout the school. It is a very positive learning environment where learners are motivated to attend. We consistently set high expectations of our learners in terms of achievement, attendance and behaviour. Attendance is a priority of our school and over the past three years the average attendance rate has been over 90%. Almost all learners have achieved all of their learning outcomes, reflecting very good progress from their prior levels of attainment. Learners are extremely well motivated. Success both within and out with the school is celebrated in a number of ways e.g. Celebration assemblies, annual prize giving, name in weekly newsletter and through formal and informal award ceremonies. Some celebrations are shared with local press, radio and television. Pupils respond positively to high expectations and the effective use of praise also impacts positively on pupil confidence and self-esteem.
- We have achieved Health Promoting School Level 3 and achieved our third Green Flag in Eco schools in March 2014. Education Scotland have filmed Expressive Arts, Science, Partnership, Creativity and the Learning Ladders as examples of Best Practice in Scotland. Learners have presented their learning journeys at The Scottish Learning Festival, A National Health and Wellbeing conference and to The City of Edinburgh Head teachers. Three members of staff have achieved NQAG status and are currently assessing work to be put on the NAR. The Head teacher was a development officer with Education Scotland for two years working on the DYW National Programme. Five members of staff have written course materials for National 1 and 2 courses.
- Developing independent travel skills are a priority for all of our young people. The school has its own independent travel club which is built into the curriculum however with a changing population staffing this initiative has become increasingly difficult. Our school's practice has been shared across the City of Edinburgh. Learning these skills has a positive impact on destinations post school as well as building learners' confidence and self-esteem.
- The school's Interdisciplinary Theatre Arts course presented work in The Awfy Big variety show at the Festival Theatre in June. All Special schools across Edinburgh took part in the show and this was a legacy to Pilrig Park's annual show at the theatre which ran for ten years. Through the very strong partnership with The Festival Theatre young people had the opportunity to gain work experience as Ushers as well as perform on the night. Many representatives from the Scottish Government, Education Scotland and the City of Edinburgh Council attended and gave very positive feedback afterwards. The school choirs continue to grow and now staff and parents have become part of these choirs which has had a positive impact on quality. Young people using total communication strategies have now joined the choir making it totally inclusive.
- All pupils have the opportunity to take part in an IDL themed week: Health week where many learning outcomes are met. The school timetable is collapsed and all young people work in mixed aged groups for the week covering all aspects of Health and Wellbeing.
- Work experience and college links are organised for all young people in the senior phase, leading to positive RELEVANT destinations.
There is also an annual leavers' ball supported by the Hibs Supporters Club.
- Our pupils are also given the opportunity for wider achievement at local and national level eg four pupils compete nationally in Cross Country running. A good number of young people, having taken their successes beyond school, now attend clubs in the evening. All pupils take part in Community Service to the school and one group has taken this out into the local community linking with the elderly through the local church and care home.

- A daily cafe opens at morning break. Pupils make and sell food stuff for the cafe and have the opportunity of practising numeracy skills linked to the numeracy focus programme as they handle real money daily when trying to buy something at the cafe. Other pupils take this a stage further and bank the money through our Face to Face banking with RBS that we have in school.
- As part of a very successful Friday Options programme where all pupils are encouraged to make choices in their learning, learners also have the opportunity to work in or manage our Café in Leith. Profits from the café have been donated to charity including Enable and Bethany Trust.
- The Friday Options programme is part of our Interdisciplinary learning and is planned through Experiences and Outcomes. Many of the activities which form the options programme are now certificated. Again literacy, numeracy and health and wellbeing skills are embedded. The whole school community is involved in Religious observance which is closely linked to the school's reflective practice programme.
- Learning in Pilrig Park is enhanced through very strong partnerships which leads to a better quality of education for all of our learners..
- We monitor the impact of school policies and the improvement plan on a regular basis. The priorities in our school improvement plan have had a measurable impact on improving attainment, achievement and the wellbeing of our learners.

For example our work this year in increasing the use of IT to support Learning and Teaching and continuing to develop a comprehensive system to track learner's progress has positively impacted on our school community by:

- Being able to identify where every young person is in their learning.
- Ensuring a detailed data base shows the progress of every learner in BGE in terms of Outcomes and Experiences. It also shows the levels a learner is working at / achieved in all curricular areas in BGE.
- Improving the learning profile of every young person. A pro forma is held in every learner's personal learning folder recording attainment and achievement across time.
- Ensuring that all third year pupils have a comprehensive learning profile which helps inform choices made for Senior Phase.
- All staff up skilled in using iPads within lessons.
- Developing personal planning.
- Improving learners' motivation. Young people can now use multi platforms such as iPad and PC in classes.

A group of staff have further developed Health and Wellbeing focus in Pilrig Park and this has certainly had impact on learning by:

- Improving the quality of Learners' experiences through a holistic approach to Health and Wellbeing.
- Giving the opportunity for young people to lead learning and preparing learners for life beyond school.
- Motivating learners to lead and plan for life beyond school.
- Delivering through a master class approach all aspects of Health and Wellbeing to all pupils.
- Developing skills for life, learning and work.

- Improving the quality of learning and teaching.
- Achieving Healthy Schools Promotion Stage 3.

A development group have been taking Total Communication strategies forward in Pilrig Park School to ensure a positive inclusive learning environment for all young people.

Impact of this development can already be seen:

- Standardised symbols are being developed for pupils at Pilrig Park School.
 - There is increased use of signing in school by staff and pupils. In house training is now available resulting in improved communication between pupils as well as between pupils and staff.
 - There is an increased use and knowledge of board maker.
 - All staff have taken part in PECS training. Staff are more aware of the communication needs of individual pupils. Further PECS training will be offered.
 - Staff have taken part in C.O.D.E.S. Framework training.
 - All young people are fully involved in school life.
- **A very small development group have written a very comprehensive Parenting Course that was offered to ALL pupils in their final year of school.** This course was evaluated in June 2016. The course was very successful helping to prepare our learners for life beyond school. It will be extended for 2016/17
 - **There is also a focus group who continue to develop IDL in the school.** There is an IDL programme in school and all pupils have their entitlement to IDL. All IDL is formally planned through experiences and outcomes and tracked through Learners Journey. The focus group in place will continue to plan IDL in session 2016/17.
 - Every young person in senior phase benefits from a work experience and strong partnerships have also been built around this. Young people act as responsible citizens through for example their work in the community, the Duke of Edinburgh Award and Junior Award Scheme Scotland.
 - Young people are aware of their progress within learning in Curriculum for Excellence through Learning Ladders. These are prepared in all curriculum areas across all levels to show progress within the experiences and outcomes. Learners know where they are in their learning within a level and are able to articulate what they have to do to improve. School will review this recording of experiences that capture young people's broad general education during 2016/17.

What are we going to do next?

- **To continue to raise attainment and achievement.**

Equity for all learners

- The whole school community has worked to establish an inclusive learning environment. Every learner is included in all aspects of school life for example all young people work towards producing an item for the school's Christmas fair and all take part in the planned activities programme in May. This was an exciting project and staff worked hard to break down potential barriers to learning so that all learners were involved to learn across different contexts.
- Our school celebrates diversity and this is highlighted at school assemblies and through our Expressive Arts programme and also our leavers programme. We have very strong links with the community which is hugely diverse and also with the local businesses.
- We pride ourselves ensuring that the curriculum is designed to develop and promote equality and diversity and eliminate discrimination. Our curriculum is designed using the seven design principles across the four contexts where all learners develop in the four capacities. Our curriculum meets the needs of all learners and this was identified as a strength during an inspection and authority review.
- There is an ethos and culture of inclusion, participation and positive relationships across the whole learning community which has resulted in improved outcomes for all learners, very strong partnerships across the school which is improving the quality of education for all learners and ultimately raising attainment and achievement. Our inclusive setting helps learners to maximise their potential and everyone is driven in making sure that all of our leavers achieve a positive, sustainable and relevant onward destination linked to adult services.

QI 3.3: Increasing creativity and employability.

- *Creativity skills.*
- *Digital innovation.*
- *Digital literacy.*
- *Increasing employability skills.*

Creativity skills

- Our learners have had opportunities to develop in the four core creativity skills: Curiosity, Open mindedness, imagination and problem solving. This is evident in the school's theatre arts course where young people treat choreography as a simple problem solving activity. Learners have many opportunities to use their creativity skills for example a group of learners are involved in designing their own garden at the Botanic Gardens. They design, plant and grow produce at the Botanic gardens. Once the produce is ready to be lifted from the ground our learners cook with them producing food to be sold in the tuck shop or the school café. Creativity skills are developed through the vocational programme in the senior phase and have helped greatly in developing the skills based curriculum.
- Creativity skills are beginning to be recognised, articulated and valued by practitioners and learners. Our learners are becoming confident in their capabilities and the validity of their viewpoint. They highlighted in a recent pupil survey that their views were heard. They are able to transfer their creativity skills in different situations. For example learners used skills from curricular areas when working on the Christmas Service performed to a large congregation in the local church. Learners also had the opportunity of developing these skills when working for and performing at

The Awfy Big variety show at the Festival Theatre. Our learners are able to lead and are improving at working with others.

- All staff are committed to the focus of learning being on developing skills for learning, life and work. All of our young people are better prepared for life beyond school because of the creativity skills developed in a well-planned skills based curriculum. The skills learned and developed in school support our learners into a positive, relevant and sustainable destination. For the past 3 years all learners have achieved a positive destination and continue to progress. Our young people are also using these skills developed in school during planned work experience in a variety of establishments e.g. local shops, cafes, offices. Some of our learners this year completed work experience at Gorgie City Farm, Ikea, Standard Life, Scottish Government, local hairdressers and valeting in a local car valeting business. Young people were able to transfer skills learned in school and develop them further.
- In BGE and senior phase there is increased opportunity for personalisation and choice with pathways linked to onward placements.

Digital innovation

- There is an understanding across the whole school community that Digital technology has huge potential to enrich learning and enhance teaching across the curriculum. All of our learners are supported in their learning by a range of digital technologies and approaches. This has led to improved outcomes for all of our learners and is raising attainment and achievement. A member of staff leads in taking technology forward in the school and organises training for the rest of the staff. All young people have access to iPads to support them in their learning. The school is developing a new web site and is now using an electronic calendar for the whole school community.
- The whole school community understands the importance of developing digital technologies across the school because it is embedded in all aspects of modern life. Outside school our young people have access to technologies that are transforming how they connect, share, and work and play in innovative and exciting new ways. Our young people are developing digital skills that are essential for learning, life and work. Some of our young people use Facebook and Twitter and are confident on mobile phones. Some of this has already been built into our skills development programme and also the homework initiative. This will continue to develop.
- Young people have the opportunity to develop and apply more sophisticated computational thinking skills as they progress through school. All young people in BGE and in senior phase have classes in ICT which leads onto certification in the senior phase.
- The impact of developing digital technologies in Pilrig Park can already be measured: We are raising attainment. We are achieving equity and we are developing skills for learning, life and work. We are developing parental engagement and Improving efficiency.

Digital literacy

- **The school intends in the future to look at developing programmes in literacy and numeracy through the use of digital technologies.**
- **We will increase access to digital technology for all learners through collaboration with partners.**

Increasing employability skills

- The focus of the school curriculum is developing skills for learning, life and work through a skills based curriculum. The whole school community understands that the skills developed within each course or programme is really relevant to life beyond school. This has certainly developed employability skills for our learners. All learners have the opportunity of going on work experience and college link programmes whilst in senior phase. Employability skills are developed through links with Edinburgh college when young people go to college and take part in planned learning on set courses and many of these learners go onto achieving SQA certification whilst taking part on these link courses.
- The development of digital skills enables young people to be creative and use digital technologies to meet a personal or social need. Young people have the opportunity of using local radio and TV in advertising school events for example the local radio was used to advertise the Christmas fair because learners understood that this would bring in more business both by people attending and people donating. This was hugely successful.
- Young people understand the importance of developing their own digital skills for learning, life and work. When our young people come back to school after work experience many of them are able to articulate that they learned to use a cash till or answered the phone and they realise just how important digital skills are in order to make business work.

What are we going to do next?

- **To engage the whole school community in more digital technology.**

- 3. Summary of evaluations against key indicators

Evaluation key:

Level 6	Excellent	Outstanding or sector leading
Level 5	Very Good	Major strengths
Level 4	Good	Important strengths with areas for improvement
Level 3	Satisfactory	Strengths just outweigh weaknesses
Level 2	Weak	Important weaknesses
Level 1	Unsatisfactory	Major weaknesses

Evaluations against key indicators for the NURSERY

QI	QI Description	Evaluation
1	The Quality of Leadership and Management	
2	The Quality of Learning Provision	
3	The Quality of Successes and Achievements	

Evaluations against key indicators for the SCHOOL

QI	QI Description	Evaluation
1	The Quality of Leadership and Management	4
2	The Quality of Learning Provision	5
3	The Quality of Successes and Achievements	5

Education Scotland/Care Inspectorate Inspections

HMIE Date Published	27 th March 2012	Follow-through:	March 2014
Care Inspectorate Date Published		Follow through:	

IMPROVEMENT PLAN.

Session: 2016-2017

Improvement Plan Session:

4. Key areas for service improvement

Working Group:	PARTNERSHIPS
Overall Responsibility:	HEAD TEACHER R CHAD
HGIOS 4 Theme	LEARNING PROVISION SUCCESS and ACHIEVEMENT
HGIOS4 QIs	<p>QI 1.1 Self-evaluation for self-improvement</p> <p>QI 2.2 Curriculum QI 2.3 Learning, teaching and assessment</p> <p>QI 2.6 Partnerships</p> <p>QI 3.2 Raising attainment and achievement QI 3.3 Increase creativity and employability</p>
NIF Priority	Raise attainment and achievement. Improve HWB. Improve employability skills.
Priority 1	To continue to develop partnership working across the school to improve outcomes for all young people.

Outcomes and Impact on children's learning:
<ul style="list-style-type: none"> • The quality of support for our learners has been improved through partnership working • The quality of learning experiences has improved through partnership working • The overall quality of education has improved through partnership work • The skills based curriculum now offers a bike maintenance course and Forest School which has improved outcomes for all of our learners and raised attainment and achievement

Tasks	By Whom	Resources	Timescale	Progress
Appoint one Senior manager to lead in partnerships.	HT	Time as part of planning for transition packs given out in June	By August 2016	
Create a small working party to develop three new partnerships with: Spartans football club. Craigroyston CHS Forest School	SMT Selected staff members- lead football teacher	Time as part of planning for transition packs given out in June	By October 2016	

<p>Arrange a formal meeting with new partners and set out: Roles Responsibilities Project Timescales Reflective meetings</p> <p>Timeline to be drawn up for development meetings. This to be shared with partners. Partners to attend development meetings where possible</p> <p>CPD and training for staff around the new partnerships</p> <p>Information sent to parents and carers re the new partnerships</p> <p>Measure what you value at the end of year one. Analyse and set next steps. Share findings with the whole community</p>	<p>Lead bike maintenance teacher Support staff</p> <p>HT SMT Working party</p> <p>Working party</p> <p>Working party</p> <p>HT</p> <p>Working party</p>	<p>2 x 2 hour meetings Venue Pilrig Park IT Admin support</p> <p>Development group time 3-4 meetings to complete work IT Admin support</p> <p>4 CPD sessions timetabled into school's CPD plan</p> <p>School weekly newsletter Web site</p> <p>Use HGIOS4 as evaluation toolkit</p>	<p>By December 2017</p> <p>By February 2017</p> <p>On-going January to June 2017</p> <p>By May 2017</p> <p>By June 2017</p>	
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. Key areas for service improvement

Working Group:	COMMUNICATION
Overall Responsibility:	DHT C CHISWICK
HGIOS 4 Theme	LEADERSHIP and MANAGEMENT LEARNING PROVISION SUCCESES and ACHIEVEMENT
HGIOS4 QIs	QI 1.3 Leadership of change QI 2.3 Learning teaching and assessment QI 2.4 Personal support QI 3.2 Raising attainment and achievement
NIF Priority	Improve learning progress of every child reducing inequality, raise attainment and achievement
Priority 2	To continue to develop Total Communication in Pilrig Park in order that all learners can maximise their potential.

Outcomes and Impact on children's learning:
<ul style="list-style-type: none"> All staff take part in on-going training in total communication including PECs and other AAC aids to improve the quality of support for learners. Pilrig Park signing up to the Visual Supports Project. Learning experiences are enriched for learners through the use of total communication. Barriers to learning are broken down through the use of total communication. IT equipment is purchased to support total communication. A total communication policy written for the school has a positive impact on learning.

Tasks	By Whom	Resources	Timescale	Progress
The SQIP group with responsibility for total communication continues to meet.	DHT Development group SMT set up timeline for development meetings	Regular meetings IT Admin support		
The SQIP group will develop a total communication policy for Pilrig Park.	DHT Development group SALT	IT Research time SALT Development time Staff meeting to share with staff		

<p>Identify the systems and equipment needed by learners and share this information with staff.</p>	<p>DHT Development group SALT Key comm</p>	<p>CPD time</p> <p>Development time: Meetings with SALT and Key comm IT Admin support</p>		
<p>SMT TASK</p> <p>Create two learning groups to follow a primary model timetable. Core skills taught in one classroom and learners go out to some specialist subjects.</p>	<p>SMT SALT</p>	<p>SMT meetings Staff meetings Writing new timetable High levels of staff Training time for staff</p>		
<p>Set up a training programme for staff using total communication methods. Include video footage of confident staff.</p>	<p>DHT Development group SALT Key comm</p>	<p>SMT to set up CPD calendar. CPD on total communication and strategies to support staff working with young people with autism CPD on these two topics for one year.</p>		
<p><u>Tasks</u></p> <p>Monitor the progress of specific learners using total communication.</p> <p>Self-evaluation will be wrapped around this development.</p>	<p>DHT Development group SALT</p> <p>DHT Development group</p> <p>DHT</p>	<p>Time Tracking record</p> <p>HGIOS 4 Development time Staff meetings</p>		

HGIOS 4 toolkit used to evaluate. Analyse findings- set next steps	Development group	As above Newsletter		
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Key areas for service improvement

Working Group:	SELF - EVALUATION
Overall Responsibility:	HEAD TEACHER
HGIOS 4 Theme	LEADERSHIP AND MANAGEMENT
HGIOS4 QIs	QI 1.1 Self-evaluation for self-improvement QI 1.3 Leadership of change QI 3.2 Raising attainment and achievement
NIF Priority	Improve learning progress of every young person. Raise attainment and achievement. Improve HWB. Improve employability skills and sustained positive destinations.
Priority 1	To embed HGIOS 4 as the self-evaluation tool used by the whole school community leading to improved outcomes for all learners.

Outcomes and Impact on children's learning:
<ul style="list-style-type: none"> • The whole school community has supported the school on its journey to improvement leading to improved outcomes for all learners • The whole school community has supported the school raise attainment and achievement • The whole school community has helped to further improve the skills based curriculum underpinning all developments with self-evaluation using HGIOS4 • All self-evaluation has led to improved positive, sustainable and relevant onward destinations.

Tasks	By Whom	Resources	Timescale	Progress
An audit of all self-evaluation systems and processes are carried out	SMT Whole staff	IT Electronic versions of existing systems and processes Development time In set day	By December 2016	
A presentation is made to all staff on the Ready Steady Go pack- a complete self-evaluation system written by the CEC	CEC rep.	IT Power point Time during in set day	Nov 2016	

<p>A working party to be formed to match the RSG pack to the self-evaluation systems and processes in Pilrig Park</p>	<p>PTs Selected teachers Support staff CEC rep.</p>	<p>RSG pack School existing systems and processes Weekly development time Admin support</p>	<p>By December 2016</p>	
<p>Tasks</p> <p>Write a strategic overview for self-evaluation for self-improvement for the school</p>	<p>SMT</p>	<p>IT Admin support SMT meeting Staff meetings</p>	<p>By March 2017</p>	
<p>Create a self-evaluation calendar for the school session</p>	<p>SMT</p>	<p>SMT planning time</p>	<p>By October 2016</p>	
<p>Write the timeline to M/E learning and teaching for the session</p>	<p>SMT</p>	<p>SMT planning time</p>	<p>By October 2016</p>	
<p>MEASURE WHAT WE VALUE All evaluations linked to school improvement.</p>				
<p>Decide what is to be measured linked to the QIs from HGIOS 4. Link to the QIs being taken forward in the improvement plan</p>	<p>PTs Working party</p>	<p>HGIOS 4 SQIP RSG pack Development time Staff meetings</p>	<p>By December 2016</p>	
<p>Write the questionnaires for the whole school community- for the school session. Measure 3 times per year.</p>	<p>PTs Working party</p>	<p>Development time IT Existing systems and processes</p>	<p>On-going each term in session 2016-2017</p>	
<p>Analyse</p>				

Set next steps Share findings with whole school community	PTs Working party	As above Weekly newsletter to share findings	On-going each term in session 2016-2017	
Evaluate the new systems and processes	PTs and working party	As above	By June 2017	

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**THREE YEAR IMPROVEMENT CYCLE.
2016-2019.**

LEADERSHIP	2016-2017	2017-2018	2018-2019
QI 1.1	*		
QI 1.2			
QI 1.3	*		
QI 1.4			
QI 1.5			
LEARNING PROVISION			
QI 2.1	*		
QI 2.2	*		
QI 2.3	*		
QI 2.4			
QI 2.5			
QI 2.6			
QI 2.7	*		
SUCCESS/ACHIEVEMENTS			
QI 3.1			
QI 3.2	*		
QI 3.3	*		

