



STANMORE HOUSE SCHOOL

STANDARDS, QUALITY & IMPROVEMENT PLAN

2019-20

Signed _____

Date _____

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The School in Context

Stanmore House School is a day and residential school, located just outside the town of Lanark. We provide education, care and support for children and young people from across Scotland between the ages 5-18.

The current role is 18 pupils over four classes. All pupils have complex and additional support needs and in some instances, complex medical and health needs. The Allied Health Team consisting of Physiotherapists, Occupational Therapists, Speech and Language Therapists, Nursing and a Dietician provide support to the children and young people, their families and staff. Our Allied Health colleagues work jointly with Education in training, planning and contributing to Individualised Educational Programmes and Targeted Support.

We work very closely with other agencies and staff have a clear understanding of their roles and responsibilities. This ensures that all staff are very aware of the needs of the whole child and their families.

The School has a Parent Council and effective links with a range of agencies and organisations all involved in supporting our children and young people.

Children and young people attending Stanmore House School are supported by a complement of:

- Executive Head Teacher- 0.5 FTE
- Depute Head Teacher - 1 FTE
- Teachers- 4.6 FTE
- Specialist - 0.68 FTE
- Head of Care and Health- 0.5 FTE
- Team Leader – 0.5 FTE
- Lead Professionals- 1.5 FTE within Allied Health and Nursing Professional Lead- 1FTE
- Classroom Support Staff- 11.08 FTE
- AHP and Nursing staff- 7.23 FTE
- Admin, Ancillary and IT Staff- 6.17 FTE

Statement of School Vision and Values.

Vision and Core values:

Stanmore House School's Motto is;



Our **Vision** is to provide a happy, safe, nurturing and fun environment where everyone is valued and shows respect for each other in our learning family. Learners are proud of who they are and are encouraged to develop their own talents. We will remove barriers and set high expectations for all learners.

Core Values

Hardworking - Recognising and building on individual strengths of learners. Setting high expectations for everyone.

Enthusiastic- Delivery of our curriculum- a vibrant and active curriculum and inspire our children to become enthusiastic, lifelong learners.

Achieving- Removing barriers, we aspire to provide all our learners with access to the highest quality learning and teaching in order to maximise their successes and encourage and celebrate their achievements in the broadest sense.

Respect- Showing mutual respect for the feelings, wishes, and rights of all members of the school community.

Teamwork - A belief that the school and everyone in it works together to achieve the very best for our learners.

The AIMS of the School are:

In line with the values, purpose and principles of Curriculum for Excellence, we aspire to provide all of our pupils with access to the highest quality learning and teaching in order to maximise their successes and encourage and celebrate their achievements in the broadest sense.

We aim to help children grow and develop new skills by:

- promoting an ethos of achievement
- minimising the effects of additional support needs as a barrier to learning and to provide learning experiences that are stimulating challenging and age appropriate

We aim to meet the needs of each pupil through:

- careful assessment and identification of strengths and development needs

We aim to develop each child to be the best they can be by:

- providing learning experiences, which are engaging, enjoyable, motivating and challenging that will ensure every young person reaches their full potential.

We aim to provide a supportive, caring environment by:

- striving to achieve an attractive, stimulating and safe school environment
- providing support to pupils and parents

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

- providing opportunities which encourage independence in all pupils
- encouraging greater awareness of self and others

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

- keeping parents fully informed through reports, newsletters and daily diaries
- actively involving parents in their children's education
- raising awareness of the work of the school in the local community
- working in partnership with a range of agencies and organisations to offer a wider range of experiences for our children and young people

Quality of Learning and Teaching

Our recent Education Scotland visit highlighted that our school's vision and aims are visible and embedded across the school's learning environment through pictures, symbols and posters. Staff and partners have worked hard to create a positive and nurturing ethos which reflects the school's vision. As a result, children and young people are happy and engaging very well in learning, well supported by caring and skilled staff.

Education Scotland also identified that consistent approaches to learning and teaching are helping learners to settle quickly and focus on learning tasks. These approaches include the use of individual visual timetables for the day's activities, well-structured lessons and clearer individualised learning targets well-matched to children's and young people's different needs. At all stages children and young people have very good opportunities to make choices. At the secondary and senior phase, there is a clear focus on developing important skills for life and becoming independent.

The National Context for Education

The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school is fully committed to delivering these aims. We are committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP.)

The key priorities of the National Improvement Framework are:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Key drivers of improvement have also been identified, these are:

- School leadership.
- Teacher professionalism.
- Parental engagement.
- Assessment of children's progress.
- School improvement.
- Performance information.



Standards and Quality Report Session 2018-2019

PROJECT 1		
Build on current strengths to ensure more consistent high quality learning and teaching across the school and provide regular opportunities for sharing best practice		
Target	Evaluation	Next steps
Reinforce staff's understanding of IDL through discussing, sharing understanding and reviewing forward plans	Teachers are now clear on what high quality learning and teaching looks like through our shared agreement on what quality looks like; significantly increased opportunities for professional discussions, shared classroom experiences, graffiti wall, consultations and working alongside other schools/ teachers and our Stirling Conference which all teachers across the two sister schools attended. We now have a more consistent approach to the content required of forward planning. Learners benefit from a wider range of learning experiences through The Arts Award, JASS, RSPB and working in partnership with a local primary school. This increased provision has had a significant and positive impact on community engagement for all our pupils and the whole school community. We have also appointed a Sports Coach and Music Therapist. Pupils are benefitting from a range of curricular experiences with further opportunities for accreditation and recognition. Working with a range of professionals, learners are making progress and working on their individualised targets and a wide range of settings/ ways. Pupils have more opportunities to make decisions about their learning.	Continue to build on our approach to planning paperwork- making moderation easier. Continue to track our learners' journey through curriculum planning trackers. Maintenance.

Target	Evaluation	Next steps
<p>Ensure planned learning increases the level of challenging activities to provide depth of learning across all areas of the curriculum by introducing more outdoor/ community learning experiences.</p>	<p>Our new tracking system ensures that learner's progress is tracked to inform planning and ensure that there is depth across all area's of the curriculum. This has also included an SQA tracker and giving learners more choice in their learning. We have invested in our outdoor area, introduced further opportunities for outdoor learning, and increased vocational skills. Each class have a weekly community outing with a focus on generalising the skills they are learning. This has increased the level of challenge and provide further opportunities for outdoor/ sensory education. This has also increased leadership across the school with many staff taking leading roles in a range of curricular areas.</p>	<p>Continue to monitor/ evaluate tracking tool and respond to data collated.</p> <p>Continue to work on outdoor opportunities through a focus on skills for life.</p>
<p>Peer and DHT lesson observations are completed and meaningful feedback/ support plans are created.</p>	<p>We now have a clear self-evaluation calendar in place, which allows for regular self-evaluation audits focussed on HGIOS Quality Indicators. Shared classroom experiences are now embedded in our annual cycle and written feedback reflects planned CAT sessions, Continued Professional Development and Professional Review and Development meetings.</p>	<p>Maintenance.</p>
<p>The school day is used to maximise learning by; reviewing daily timetables to ensure pupils are engaged.</p>	<p>More consistent approaches to learning and teaching are helping learners to settle quickly and focus on learning tasks. These approaches include the use of individual visual timetables for the day's activities, well-structured lessons and clearer individualised learning targets. At all stages children and young people have very good opportunities to make choices.</p> <p>All school staff have recently been trained in using Makaton as a signing system. As this develops, we hope to see improved levels of engagement and communication.</p>	<p>Continue to embed multidisciplinary working through shared planning/ assessment.</p> <p>Maintenance.</p> <p>Enhance the use of Makaton in the school day.</p>

PROJECT 2

Further develop more robust approaches to assessment and tracking of pupil's progress in learning.

Target	Evaluation	Next steps
Through professional dialogue, staff develop a shared understanding of how they will assess learning and use the information to plan next steps	A range of documentation is in place to support assessment and planning. Professional learning related to learning, teaching and assessment has resulted in a shared understanding across the school about assessment approaches. A clear assessment rationale has been developed which details a range of ways in which progress and achievement is assessed and recorded. A continuum of engagement is used to assess children's and young people's participation and engagement. Individual targets are evaluated regularly and the information correctly identifies progress made and next steps. This session we piloted a visual tool for planning which will be evaluated in the new session.	Continue to focus on assessment tools and embedding assessment in our planning processes. Maintenance.
Develop a coherent system for monitoring and tracking pupil's progression in learning across all areas of the curriculum/ CFE level	We now have a robust tracking and monitoring database based on Education Scotland information to collate about achievement of targets. These new approaches identify relevant milestones/ benchmarks that learners will work towards. This data will ensure learner progress is tracked to inform forward planning and target setting. This will also ensure that pupils are making progress across all areas of the curriculum.	Continue to embed across the school. Consider how we will implement H&WB milestones once published.
Develop a shared strategy for assessing the progression of pupil learning.	All teachers are using the Continuum of Engagement Assessment tool to inform IEP targets and planning. We have introduced our snap shot IEP tracker which allows staff to regularly assess IEP targets for appropriate levels/ challenge.	Ongoing.

PROJECT 3- PEF

To create an appropriate sensory programme, which links to other areas of the curriculum and includes an engagement profile, tracking and assessment documents.

Target	Evaluation	Next steps
All teaching staff to complete sensory training and roll this out to their class teams.	All teachers and the majority of school staff attended Richard Hirstwood Sensory Training. All teachers are now trained to use Sensory Massage with learners, Sensory Training and Sensory Integration training (led by OT). This has allowed teachers to gain a deeper knowledge and understanding of pupil sensory needs which has allowed for more appropriate interventions and planning around pupil targets. The recently appointed OT specialist, who has extensive experience in sensory integration, has helped staff apply their sensory learning thus far into the context of Stanmore House School, being very pupil centred and specific.	Continue professional learning around sensory needs of all pupils.
A sensory curriculum / bank of resources will be create to support pre-early level pupils in their learning.	All classes now have a bank of sensory materials and have created a quiet, clear area to reduce sensory overload. Observations suggests there has been a significant improvement in pupil engagement (prolonged periods of giving attention and eye contact) in sensory sessions. There has been significant investment in our outdoor learning environment, including accessible paths, a wheelchair accessible roundabout, mud kitchen, planting area, animals (rabbits and hens)- all pupils have really enjoyed taking their learning outdoors and teachers report that pupil engagement in these sessions and afterwards has improved.	Continue to develop our approaches to sensory learning and consider how we will measure impact and progress using data collected.
Engagement profiles with tracking and assessment documents in place.	Our OT has been leading on observing and assessing targeted pupils. This has helped inform planning and changes in the school environment to support our learners needs. This will continue to be targeted support for individual pupils. Our validated self evaluation process highlighted the significant progress in personalised support.	Continue to build on current progress to ensure profiles are in place for targeted pupils. Ongoing.

PROJECT 4

Increase parental engagement and tackle barriers faced by parents by improving communication and increasing engagement.

Target	Evaluation	Next steps
Create a parental annual calendar of events including formal invites to IEP meetings, parents evenings and showcase days	An annual calendar and key dates calendar is in place which highlights school events throughout the year. We continue to use text to communicate with parents and have a new email system to keep parents up to date and send reminders. We held our first parents evening where 57% of non-residential pupils were represented. 100% of pupils were represented at our open showcase day.	Evaluate the impact of parents evenings/ showcase days
Create a bank of family activities to replace homework- based on family time/ learning.	A parental questionnaire suggested that most parents would like homework sent home. All classes have termly homework based on creating or doing something at home. There is not yet a bank of activities collated.	Continue to build a more accessible homework bank
Ensure home/ school communication is meaningful both daily and generally.	<p>After a rigorous consultation and evaluation process with parents around a more detailed communication diary, parents are very positive about our new system, which provides clear and concise information between home and school. Our new emailing/ text system allows two way communication and immediate updates/ requests.</p> <p>There have been some parental uptake in school training sessions- particularly around communication aids (Mytobii and PECS). This has ensured parents/ carers are up to date with changing software on their child's communication devices.</p>	Maintenance.

Pupil Equity Funding 2018-2019

Intervention;

To create an appropriate sensory programme which links to Curriculum for Excellence Literacy, Numeracy and Health and Wellbeing experiences and outcomes. This will include an engagement profile, tracking and assessment documents to track progression and attainment.

Actions:

- All teaching staff to complete Sensory training and roll this out to their class teams.
- A sensory curriculum / bank of resources linked to Literacy, Numeracy and Health and Wellbeing will be created to support pre-early level pupils in their learning.
- Engagement profiles with tracking and assessment documents in place.

Outcomes:

- We will have a well-planned and coherent sensory curriculum.
- Teaching staff will be able to plan sensory activities, which are relevant to each pupil's learning needs, monitor progress and track learning, which will show improvements in pupil engagement and attainment/ achievement in their learning in Literacy, Numeracy and Health and Wellbeing.
- All staff will have a better understanding of what engagement looks like and have developed strategies that can promote pupil engagement/ attainment and achievement.
- We will be able to track engagement and learning in a quantitative manner for our sensory curriculum.

Evaluation:

The interventions set for 2018-2019 have been evaluated and will continue to be evaluated for effectiveness/ improvement over the next school year.

All learners have been working with our Music Therapist both individually and in small group settings. Staff feedback suggests that for almost all pupils, there was a noted increase in pupil engagement and communication within these sessions.

There has been significant investment in our outdoor learning environment, including accessible paths, a wheelchair accessible roundabout, mud kitchen, planting area, animals (rabbits and hens)- all pupils have really enjoyed taking their learning outdoors and teachers report that pupil engagement in these sessions and afterwards has improved.

All teachers are now trained to use sensory massage with learners, all staff have attended an introduction to Sensory Integration training (led by OT). This has allowed teachers to gain a deeper knowledge and understanding of pupil sensory needs which has allowed for more appropriate interventions and planning around pupil targets. The recently appointed an OT specialist who has extensive experience in sensory integration which has helped staff apply their sensory learning thus far into the context of Stanmore House School, being very pupil centred and specific.

All classes now have a quiet, clear area to reduce sensory overload. In one class in particular there has been a significant improvement in pupil engagement (prolonged periods of giving attention and eye contact) in sensory sessions.

Although a huge amount of work has been done, recent staff feedback suggests that our work on understanding individual sensory needs including the environment is required to be a continued focus.

Changes to action plan:

All of our targets/ actions have remained the same although due to appointing our experienced OT who has extensive knowledge in a sensory approach, we have focussed more on an individual pupil approach rather than a whole school approach. This has made planning more intricate and therefore we will continue to work on the targets set in creating a sensory programme. In particular, this will be in relation to a sensory curriculum / bank of resources specifically linked to literacy, numeracy and health and wellbeing.

Most of our spending was centred around sensory training and resources as predicted. To support pupils to engage with some of the sensory equipment purchased, some of our spending has been focussed on communication and AAC to allow full and meaningful understanding and engagement.

Key Indicators

	Quality Indicator	School Self- Evaluation 2018 – 19	Evidenced through
1.3	Leadership of Change	Very Good	Feedback from self evaluation workshop Education Quality Improvement Officer- VSE report Education Scotland Inspection/ visit Consultation with staff.
2.3	Learning, teaching and assessment	Good	Feedback from self evaluation workshop Education Quality Improvement Officer- VSE report Consultation with staff. Education Scotland Inspection/ visit Teacher Planning and IEPs Lesson observations. Assessment/ data information
3.1	Ensuring wellbeing, equity and inclusion	Very good	Feedback pupils, parents and staff. Education Quality Improvement Officer- VSE report Education Scotland Inspection/ visit Teacher Planning and IEPs Lesson observations. Assessment/ data collection.
3.2	Raising attainment and achievement	Good	Feedback pupils, parents and staff. Education Quality Improvement Officer- VSE report Education Scotland Inspection/ visit Teacher Planning and IEPs Lesson observations. Assessment/ data collection.
2.4	Personalised support	Very good	Feedback pupils, parents and staff. Education Quality Improvement Officer- VSE report Education Scotland Inspection/ visit Teacher Planning and IEPs Lesson observations. Assessment/ data collection.

Overall quality of our learners' achievements Highlights of session 2018-19

We have had another very busy and very productive session. Pupils continued to receive a broad, balanced and well-planned curriculum in line with Curriculum for Excellence from P1-S3 and Senior Phase pupils are working on National 1 SQA. There have been increased opportunities for pupils to expand their experiences through the introduction of JASS, The Wildlife Challenge and The Arts Award. All pupils have been working on their own Individualised Education Plans.

Our Education Scotland feedback, pupil feedback, data and other forms of assessment show that our areas of strength include that staff are consistently using consistently use a rich range of communication tools to help learners to be more active in their learning. The use of symbols, pictures, signing, interactive technology and real objects to support learner's understanding of tasks and help them to communicate their responses. All learners are provided with increased opportunities to make choices and decisions about issues that affect them. We introduced school approaches such as 'Have Your Say', talking mats and learner conversations. Most staff have attended Makaton training in the school. All teachers are using Snap Plus Core First to increase vocabulary and enhance communication.



Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community.

The School has been particularly successful in developing very effective partnerships within the local community with mutual benefits to the community and for our learners. Effective partnerships include its on-site play scheme which can be accessed by Stanmore House children and their families, a local care home which children and young people visit and support and participation in a local festival annually. Children and young people at Stanmore House School have opportunities to experience high levels of interaction with local primary school children through working with mainstream peers on an art, music and drama project. Parents of all participating children and young people commented on the impact of this project on their child's engagement in learning.



School Improvement Plan 2019 – 20

NIF Priority 1	Improvement in attainment, particularly in literacy and numeracy			
Priority 1a	Raise attainment through evaluating and improving our curricular pathways in Literacy and Numeracy.	Baseline Evidence Teachers have a shared agreement on our literacy and numeracy rationale. This familiarity does not extend throughout the school community.		
Outcomes	All class and AHP staff will have a clear understanding of curricular pathways, particularly in literacy and numeracy through evaluating our current curriculum pathways. Learners will benefit from a wide range of opportunities to maximise learning and make progress in different activities throughout the school day.			
Tasks	By when	Intended Impact	Staff Responsible	Evaluation
Time allocated (CAT sessions, collaborative working with AHP, in service days and working with other schools) to audit and evaluate our current literacy and numeracy curricular pathways across BGE.	Sept 19	Staff will have an understanding of best practise from other similar schools to inform the development of flexible learning pathways to ensure learners have a clear progression pathway in Literacy and Numeracy skills appropriate to their developmental levels.	EHT DHT Teachers AHP All staff	
Establish a working group who will focus on creating an improvement strategy.	May 20	All class and AHP staff will have a clear understanding of a well-planned and coherent curriculum design (incorporating the 7 principles of Cfe) in relation to literacy and numeracy across BGE.	EHT DHT Teachers AHP	

Tasks	By when	Intended Impact	Staff Responsible	Evaluation
		<p>All pupils will benefit from a multidisciplinary approach to their learning.</p> <p>All staff include AHP will work collaboratively and share an understanding of a multidisciplinary approach.</p>		
Senior Phase pathways-consider the National Qualifications offered to Senior Phase pupils to ensure a broad range of choice is given.	May 20	<p>Teachers will have a clear understanding of a well-planned and coherent curriculum design in the Senior Phase in relation to Literacy and Numeracy.</p> <p>All pupils will benefit accreditation and a broad range of opportunities for attainment.</p>	EHT DHT Teachers AHP All staff	

NIF Priority 2	Closing the attainment gap between the most and least disadvantaged children and young people			
Priority 2a	Closing the attainment gap between the most and least disadvantaged children and young people by developing and embedding independence and self-help skills to . promote skills for life, learning and work through our environmental control opportunities.	Baseline Evidence Self-evaluation, class/ pupil observation and consultations from all staff suggested that opportunities for learners to develop independence skills could be increased.		
Outcomes	With a focus on increasing opportunities for pupils to be more independent in their everyday school routines our learners will increase their skills for life, learning and work.			
Tasks	By when	Intended Impact	Staff Responsible	Evaluation
In consultation with parents, pupils and all staff- independence questionnaire to establish individual learner targets/ capabilities.	Oct 19	Each pupil will have individualised independence targets which are agreed with parents/ carers. This will create further opportunities for learners to work on generalising the skills they are working on and increase their confidence in completing tasks independently. Staff will be clear on the expectations surrounding maximising independence.	EHT DHT Teachers AHP All staff	
Audit- consider increased opportunities within the school environment for increased independence through environmental controls.	April 20	There will be increased opportunities for learners to maximise independence. Skills will have a focus on Literacy and Numeracy (e.g.) recognising symbols/ instructions, spatial awareness, problem solving).	EHT DHT Teachers AHP All staff	

Tasks	By when	Intended Impact	Staff Responsible	Evaluation
		<p>Pupils H&WB improved by maximising independence, choice making and reducing the experience gap through increased opportunities in their daily routines.</p> <ul style="list-style-type: none"> • Adapted classroom/ learning equipment • Increased opportunities for independence during snack and lunch times. • Switch controlled environment/ access including outdoors. • AHP access in the classroom/ school environment. <p>Independence skills will be embedded in the curriculum and the school.</p>		

NIF Priority 3	Improvement in children and young people's health and wellbeing			
Priority 3a	Evaluate our current PSE curriculum and embed our PSE Curriculum design and tracker appropriate to our learners needs.	Baseline Evidence Through tracking our pupils learning more robustly, there is an opportunity to enhance opportunities for pupils learning in PSE.		
Outcomes	Taking our direction from the Review of Personal and Social Education Preparing Scotland's Children and Young People for Learning, Work and Life, we will create an appropriate PSE curriculum pathway for all learners from P1-S6.			
Tasks	By when	Intended Impact	Staff Responsible	Evaluation
To complete PSE audit to discover what key areas are being taught- age/stage across the school.	Sept 2019	We will collate data to identify current gaps within the H&WB curriculum and identify areas not being focussed to help determine appropriate content of a PSE curriculum by age/stage.	EHT DHT Teachers AHP	
Through consultation with all stakeholders we will consider the priority areas for all pupils in our PSE curriculum.	Sept 19	We will identify key areas of the curriculum that are appropriate for our learners across age and stages within the PSE curriculum.	EHT DHT Teachers AHP All staff	
Staff will become familiar with the review of PSE 2019.	Dec 19	Staff will have a clear understanding of the PSE curriculum and entitlements across each age and stage of the curriculum and what this means for our learners..	EHT DHT Teachers AHP All staff	

Tasks	By when	Intended Impact	Staff Responsible	Evaluation
Teachers will work with AHP and external partners (e.g. Learning Disability Nurse and external speakers) to build appropriate PSE pathways.	June 2020	We will have an appropriate PSE outcome tracker for P1-S6. Our PSE curriculum will be embedded across the school.	EHT DHT Teachers AHP All staff	

NIF Priority 4		Improvement in employability skills and sustained, positive school-leaver destinations for all young people		
Priority 4a	Outdoor learning- Learning for Sustainability and Skills for Life.	Baseline Evidence We have significantly invested in our outdoor areas. Through our self-evaluation process, observations and consultation with staff, staff require additional training/ understanding in how outdoor activities can maximise opportunities for skills for life and work.		
Outcomes	Taking our direction from the Education Scotland, the NIF priorities and DYW we will promote skills for learning, life and work including leadership and higher order thinking skills using Learning for Sustainability (SfL) themes.			
Tasks	By when	Intended Impact	Staff Responsible	Evaluation
Enterprise project involving classes selling eggs from school chickens, vegetables from school gardens and honey from bee hives.	June 2020	Offer opportunities for pupils to be involved in sales, marketing, advertising and finance. Improve Literacy skills, Numeracy skills and Health and Wellbeing.	EHT DHT Teachers AHP All staff.	

Tasks	By when	Intended Impact	Staff Responsible	Evaluation
Link pupil council, eco-committee and rights, respecting schools group to work collaboratively on a project to promote Learning for Sustainability across the school. <i>(Kimberleys Trail/ Improve pathway between school and Lanark/ Fairtrade Fortnight)</i>	October 2019	<p>Improve pupil voice and link with Learning for Sustainability.</p> <p>Pupils will be offered opportunities to make decisions, plan projects and evaluate actions which will improve pupil confidence.</p> <p>There will be a whole school focus on skills for learning and work at levels appropriate to pupil need and interests/ future transiting planning.</p>	EHT DHT Teachers AHP All staff	
Offer Outdoor Learning CLPL opportunity to all staff.	April 2020	<p>Improve staff understanding and commitment to SfL themes in order to improve employability skills of pupils by developing Literacy, Numeracy and HWB through LfS themes and considering further accreditation (e.g. John Muir Award).</p>	EHT DHT Teachers AHP All staff	

Appendices

Appendix 1 – Value Added Report

i. Attendance

At Stanmore House School, we have very good attendance. Our attendance rate for 2018-2019 is 89 % but this takes into consideration hospital admissions/ operations, recovery time and long periods of ill health for a small number of our pupils.

ii. Exclusions

At Stanmore House School we have Nil exclusions.

iii. IEP outcomes and attainment data.

Stanmore House School Data Analysis 2018-2019

Primary

Class total	Literacy & English		Mathematics		Health & Wellbeing		Total		Percentage Achieved
	Targets		Targets		Targets				
	Set	Achieved	Set	Achieved	Set	Achieved	Set	Achieved	
	12	8	9	7	8	7	29	22	76%

Secondary 1

Class total	Literacy & English		Mathematics		Health & Wellbeing		Total		Percentage Achieved
	Targets		Targets		Targets				
	Set	Achieved	Set	Achieved	Set	Achieved	Set	Achieved	
	40	37	34	32	36	34	110	103	94%

Secondary 2

Class total	Literacy & English		Mathematics		Health & Wellbeing		Total		Percentage Achieved
	Targets		Targets		Targets				
	Set	Achieved	Set	Achieved	Set	Achieved	Set	Achieved	
	36	29	34	21	36	28	98	78	80%

Senior Phase

Class total	Literacy & English		Mathematics		Health & Wellbeing		Total		Percentage Achieved
	Targets		Targets		Targets				
	Set	Achieved	Set	Achieved	Set	Achieved	Set	Achieved	
	22	18	20	16	21	17	63	50	79%

Overview of attainment

SQA National 1	Pupils	Percentage achieved
Physical Education: Taking Part in an Individual Activity	1	100%
Physical Education: Taking part in a water based activity	1	100%
Communication: Interacting in the community	2	100%
Communication: Recognising Signs in the Community	2	100%
Independent Living Skills: Going Shopping	1	100%

SQA National 1	Pupils	Percentage achieved
Information and communications Technology: Working with Assistive Technologies	1	100%

ASDAN	Pupils	Percentage achieved
Business Enterprise	4	100%
Meal preparation and cooking sensory experience	4	100%
Developing Communication Skills: Sensory	1	100%
Using ICT	1	100%
Engaging with the world around me: People	1	100%

Curriculum for Excellence Levels:

Levels of CfE	Pre-early	Early	First
Percentage of pupils working at each level.	40%	30%	30%