Standards Report and School Improvement Plan

Camphill School Aberdeen

Standards Report for January 2017 – January 2018

Improvement Plan for January 2018 – January 2019

Context of the School:

Camphill School Aberdeen (CSA) is an independent charity offering education, care and therapy services for children and young people with additional support needs on a day or residential basis. It is the founding place of the international Camphill Movement which currently numbers 121 communities worldwide.

CSA Education Provision provides day or residential schooling for 51 pupils between the ages of 6 and 18. Most pupils have been referred to CSA by their local authority for specialist care and education. However, since 2015, CSA has offered inclusive primary education to children without additional support needs (ASN).

School Mission and Vision:

Our Mission

To create a community where children and adults feel a sense of belonging, support and personal growth; a place where there is an inclusive, lifelong learning culture with an integrated approach to health, education and care.

Our Vision

To be recognised as a centre of excellence where children and adults can live, learn and work in an integrated community based on mutual respect and the unfolding of individual potential.

About Our School:

Currently CSA offers education over two estates comprising of school buildings, therapy rooms, craft workshops, and farm and gardens. Most pupils attend school in class groups with peers of a similar age, whilst some pupils follow individualised programmes within the school building, and within the wider estate if necessary.

During the school year 2016-2017, the attendance rate was 95%. This is higher than the average for Aberdeen city which was 93.6%. As of January 2018, there are 51 children on the school roll, including 17 without ASN. Of these children, 20 are placed on a residential basis for at least 40 weeks of the year, and 9 are placed on a 52-week basis. CSA caters for children with a wide range of differing learning needs. Twenty pupils are diagnosed with Autistic Spectrum Disorder and the school has been accredited with the National Autistic Society since 2005.

The majority of pupils attend school in one of the 7 class groups. Currently, pupils aged between 6 and 9 attend one of the 2 inclusive classes, where pupils with ASN and without are taught together with extra support or individual activities as required. Throughout the rest of the school, the classes range in size from 2-9 pupils. Individuals follow their own learning pathway with a balance of class, group and individual activities. Pupils range from early to third-level learners. CSA is an SQA centre and, in the school year 2016/17, 17 SQA certificates were awarded to 10 pupils. The subjects included Mathematics, Handling Money, Eco Awareness and Personal Health.

In 2016, the School became a FairAware school and has also held an Eco-School Green Flag since 2012, most recently recertified in 2017. The School became a Duke of Edinburgh's Award approved centre in 2012 and, since that date, 24 pupils have achieved Bronze awards, 17 Silver awards and 8 Gold awards, with 3 pupils going to collect their Gold awards in 2018.

School Priority		HGIOS4 QI and Themes
Development of Curriculum for Senior Phase		2.1 Safeguarding and child protection • Arrangements to ensure wellbeing 2.2 Curriculum • Learning pathways • Skills for learning, life and work

NIF Priority	NIF Driver	CSA Strategic Plan KPI Ref.
Improvement in employability skills and sustained, positive school leaver destinations for all young people	Assessment of children's progress	2.2 Increase N1/N2 awards by 10% by 2018 and incrementally year on year 3.1 Workshops will develop focussed outcomes in line with personal development plans 3.2 All children and young people will have 6-monthly update of record of achievements 13.1 Ensure every CYP is involved in their planning process 13.2 Ensure every CYP has access to appropriate communication aids

Progress and Impact
The majority of senior phase pupils are making choices of workshop options and taking part in 'choosing time' activities. It is important to keep the balance between choice and maintaining routines. Where appropriate, all pupils have had input into their termly timetables. Pupils are speaking up more about their wishes and requesting activities. **Next steps**: Develop a system of options for timetabled outdoor activities.
A number of pupils have continued to take opportunities for work experience in neighbouring communities. Workshops need to become further embedded and outcomes focussed to progress this area, which is ongoing work. **Next steps**: Continue to develop workshop skills' focussed sessions, and address partnerships with the Young Adult team.
The senior phase outcomes plan has been written into the draft Curriculum rationale. An adapted summary page referring to outcomes planning has been produced and trialled. Staff have an increased awareness of the senior phase entitlements and individualised pathways. There is an increased SQA uptake with a wider range of subjects. **Next steps**: Ensure pathway planning is part of every 16+ review, paperwork is in place and discussions are taking place in reviews.
All school staff have had introductory training into Emotion Works and the theoretical input has been reported to be valuable. There is a consistent awareness of the need to help develop the emotional vocabulary of our pupils. The approach is implemented throughout school activities and informal opportunities. All SALT assessments are up to date; activities and communication supports are provided. **Next steps:** Analyse behavioural data for indication of Emotion Works' impact. Arrange digital communication training for teaching team.
Murtle Estate classrooms are now consolidated in Pyrite and arranged to suit needs. Environmental audits have been introduced by SALT and are leading to actions/follows ups. Classroom teams report positively on moves. Workshop moves/developments have been positive. Workshop moves have created appropriate spaces and continue to be developed. **Next steps:** Implement environmental audit across workshops. Consider space needed for school.

School Priority		HGIOS4 QI and Themes

Development of Curriculum for Broad General Education Phase		2.1 Safeguarding and child protection
		    • Arrangements to ensure wellbeing
		2.2 Curriculum
		    • Rationale and design
		    • Development of the curriculum
		3.2 Raising attainment and achievement
		    • Overall quality of learners' achievements

NIF Priority	**NIF Driver**	**Strategic Plan KPI Ref.**
Improvement in attainment, particularly in literacy *(Communication)* and numeracy	School Improvement	9.1 Extend the use of our physical environment for educational, leisure and work experiences 11.1 Pupil surveys demonstrate improved participation, satisfaction and personal choice 11.2 Maintain trained therapeutic staffing levels according to needs 13.1 Ensure every CYP is involved in their planning process 13.2 Ensure every CYP has access to appropriate communication aids
Progress and Impact		

The Curriculum Rationale draft has been written. Three curricular areas have been updated reflecting current practice and Curriculum for Excellence guidelines. All class groups are using shared planning structures. Two teachers have attended a workshop on teaching modern languages.

This work has defined further the CSA approach to education and clarified the roles the separate elements play in creating a cohesive holistic curriculum. Curriculum areas are presented as concise, progressive pathways. Shared planning has created feedback opportunities and development work. A number of pupils receive coding/digital literacy lessons.

Next steps: Complete all curricular areas; finalise the rationale and ensure this is reflected in observational experiences. Embed modern languages' curriculum through IDL.

A number of pupils have sensory profiles; teaching teams have had CPD on sensory exercises.

The current sensory profile (Bogdashina) has been reported as being too time consuming and presenting information that is difficult to interpret and plan for.

Next steps: Explore other assessment tools and run trials based on these.

All school staff have had introductory training into Emotion Works and the theoretical input has been reported to be valuable.

There is a consistent awareness of the need to help develop the emotional vocabulary of our pupils. The approach is implemented throughout school activities and informal opportunities.

All SALT assessments are up to date; activities and communication supports are provided.

Next steps: Analyse behavioural data for indication of Emotion Works' impact.

          Arrange digital communication training for teaching team.

The majority of pupils take part in Daily Mile type activities on a weekly basis.

100% of pupils take part in weekly structured outdoor activities.

Pupils are aware of the Daily Mile and have it embedded in their weekly timetables. Increased social awareness in classes taking part as a group.

Increased emphasis on outdoor activity being purposeful.

Next steps: Maintain commitment and further develop off-campus activities.

School Priority		HGIOS4 QI and Themes
To promote a culture of self-evaluation which is integral to how we work within our school community		1.1 Self-Evaluation for Self-Improvement • Collaborative approaches to self-evaluation • Ensuring impact on learners' successes and achievement
NIF Priority	**NIF Driver**	**Strategic Plan KPI Ref.**
Improvement in attainment, particularly in literacy and numeracy	Teacher Professionalism	4.3 Improved co-worker/staff satisfaction survey ratings year on year 4.4 All long-term co-workers/staff will have achieved appropriate and recognised qualifications 6.2 Implementation of an improved integrated CYP records' system by 2017 7.4 Hold annual meetings with key stakeholders
Progress and Impact		
An annual calendar of activities for self-evaluation and development work has been in place since August 2017. All activities take place or are discussed within teachers' meetings. Shared calendar of activities has provided clear structure to teachers' meetings and has increased productivity of meetings. Self-evaluation is embedded in annual activities and all members of teaching team take part. **Next steps:** Maintain calendar and adapt to changing priorities.		
Parent meetings have restarted with a designated organiser. Some classes promote pupil feedback. Redesigned parent questionnaire gave further information to work with. Feedback to Board has been supportive. Responding to feedback for more information from parent questionnaires, a parents' newsletter has been implemented to be published quarterly. This is also now evolving to include pupil feedback and input. Sharing to Board has provided focussed times for consolidation of progress. **Next steps:** Utilise parents' meetings for stakeholder improvement planning; further develop Student Council as voice of CYP in improvement planning.		
An admission baseline assessment format has been drafted and trialled. Planning and assessment workshops have taken place and benchmarks adopted for assessment purposes and included in planning documents. Baseline assessment provided focus for shared reporting of initial observations leading directly to development of IEP/PP. Positive opportunities for pupil voice using this format. Planning workshops have led to further development of planning documentation; focus on identification of key learning to provide assessment criteria against benchmarks. **Next steps:** Implement assessment format for all new starts. Develop simple progress tracking methods using benchmarks.		
Regular shared planning takes place in teachers' meeting. Lesson, safeguarding and SALT observations take place. Teachers' meetings have focussed time for shared planning which is used well. Teachers receive documented feedback after observations with action points for follow up. **Next steps:** Create flexibility for teachers to observe peers.		
A number of links have been made to schools around curriculum planning. The work of other schools has fed into curriculum planning and lesson planning. **Next steps:** Need to sustain and develop further links. Need training audit for teachers and teaching pathway.		

2017-2020 School Self-Evaluation/Plan for QI Engagement

QI			Jan 2017-2018	Jan 2018-2019	Jan 2019-2020
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 equality				
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				
3.1	Ensuring wellbeing, equality and inclusion				
3.2	Raising attainment and achievement		✓	✓	✓
3.3	Increasing creativity and employability			*	

✓ - ongoing priority   * - new priority

Areas for Development	Quality Indicator	NIF Priority	NIF Driver	Strategic Plan KPI Ref.
Curriculum, teaching and support	**2.0 Learning Provision** 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support	Improvement in attainment, particularly in literacy and numeracy	Assessment of children's progress	3.1 Workshops will develop focussed outcomes in line with personal development plans 3.2 All CYP will have 6-monthly update of record of achievement 9.1 Extend the use of our physical environment for educational, leisure and work experiences

		YEAR 2	2018–2019		

Action	Strategy	Resources	Time-scales & Progress (RAG)	Impact and Next Steps
Curriculum Curricular areas will be reviewed and updated, and the rationale finalised, promoting positive learning opportunities for all. Introduce differentiated craft workshop curriculums for initially 3 workshops, linked to CofE, demonstrating breadth, depth and personalised pathways.	Work through remaining subject areas to create CSA curriculum. Include SQA N1-N4 options for senior phase and other contexts for learning. Review use and impact. Work with craft leaders' group on developing understanding of 'responsibility of all' areas + tech. Develop framework for progressive pathways with curricular links.	Teachers' meetings Workshop land and gardens' group focussed sessions	Complete by June 2018 Complete by October 2018	
Safeguarding Whole-school data on challenging behaviour is collected and analysed to ensure appropriate support and reduction strategies. Sensory assessments and programmes lead to a reduction in challenging behaviour.	Use senior co-worker training day to define use of data collection procedures. Whole-school data shared with management team. Individual data informs proactive behaviour support plans in planning meetings Sensory assessment tools are trialled and outcomes incorporated into programmes; success monitored through behaviour analysis.	BSS training day and materials provided Pupil planning meetings Range of sensory assessments tools; identified candidates for trial	Implement April 2018 Trials completed by December 2018	
Learning, teaching & assessment IEPs and progress reports clearly demonstrate pupils' progress/ experiences in all areas of learning.	Use of benchmarks will be embedded in the teaching cycle and be visible in the evaluation of pupils' progress. Personal outcomes are SMART and reflect personal development. Half yearly progress reports will be trialled for youngest classes.	Teachers' workshops Externally sourced examples of best practice	Implemented August 2018	

Personalised support	Introduce termly 'estate care days' with choice of task.	Whole estate engagement in activity planning	Start April 2018	
Further develop opportunities for choice of activities for pupils.	Provide choice in sports/outdoor learning activities.	Identified outdoor/ sports teacher	Implement August 2018	
Continue to ensure that learning and play/relaxing spaces promote independence, choice and positive learning experiences.	Continue cycle of environmental audits across school and workshops; introduce sensory audits, ensuring suitable learning/relaxing spaces.	SALT	Implement December 2018	

Areas for Development	Quality Indicator	NIF Priority	NIF Driver	Strategic Plan KPI Ref.
Raising and tracking attainment/achievement and planning for positive post-school destinations	**3.0 Successes and achievement** 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	Improvement in employability skills and sustained, positive school-leaver destinations for all young people	School improvement	3.2 All CYP will have 6 monthly updates of record of achievement 10.1 Ensure that every CYP will build up a comprehensive portfolio of (work) experiences 10.2 Ensure that all CYP have the opportunity to gain nationally recognised qualifications and/or awards 13.2 Ensure every CYP has access to appropriate communication aids

YEAR 2 2018–2019				
Action	**Strategy**	**Resources**	**Timescales & Progress (RAG)**	**Impact and Next Steps**
Progress planning Maintain and further develop collegial work in outcomes' planning for all pupils at each stage.	Initiate twice yearly pupil planning meetings between care/school and other relevant staff. Explore single plan documentation. Implement 16+ pathway planning at all reviews for relevant pupils.	Care/school teams' agreement. Schedule and agenda established; recording/monitoring documents created	Implement August 2018	
Employability Develop portfolio of work experience providers in the local community and partners to offer specific expertise or exchange	Approach local businesses that offer pathways from internal workshop skills for visits and/or business co-operation and work placements.	Young adult team working with education team HR Manager	Begin March 2018	
Attainment/achievement Continue to diversify range of SQA awards being taken up and ensure every pupil has access to relevant achievement pathway.	Include SQA N1-N4 options in senior phase curriculum linked to subject themes and other context for learning. Maintain uptake of personal achievement awards linked to choices and independence.	Education and workshop teams' focussed sessions; monitoring if uptake	Begin January 2018	
Attainment/achievement Ensure Total Communication Policy continues to be developed and implemented in all areas and communication needs are met.	Environmental audits are regularly reviewed in all areas. Create and build up generic resource cupboard and database of photos. Complete transition book template for all young people beginning placement in CSA and begin use.	SALT, teaching teams, care teams	Review December 2018	

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Areas for Development	Quality Indicator	NIF Priority	NIF Driver	Strategic Plan KPI Ref.
To promote a culture of self-evaluation which is integral to how we work within our school community	**1.0 Leadership and management** 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning	Improvement in attainment, particularly in literacy and numeracy	Teacher Professionalism	11.1 Pupil surveys demonstrate improved participation, satisfaction and personal choice 12.1 Train staff/co-workers accordingly (to needs) 14.1 Every CYP, where appropriate, has input to their risk assessment

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YEAR 2   2018–2019

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Action	Strategy	Resources	Timescales & Progress (RAG)	Impact and Next Steps
Ensuring impact on learners' successes and achievements Continue calendar of activities; adapt to take in new priorities. Ensure staff maintain familiarity and engagement with QIs.	Regular individual and group self-evaluation exercises using the challenge questions. Continuous and robust monitoring of developments highlighting impact. Preparation for trial 'inspection' on priority areas.	Teachers' meetings	Review December 2018	
Collaborative approach to self-evaluation Ensure continued stakeholder input to improvement planning.	Utilise Fairtrade, Eco School and Student Council groups to plan for and implement improvements in target areas. Introduce termly feedback sessions from each class on given topics.	Protected time for groups to meet Teacher engagement	Begin February/March 2018	
Professional engagement and collegiate working Develop further flexibility and peer support opportunities within the teaching team.	Increase level of consistent support available. Identify specialist teachers for outdoor skills and sports.	Budget agreement for increase of full-time staff	Implement August 2018	
Professional engagement and collegiate working Make best use of training days and collegiate meetings for focussed development work. All teachers continue to be engaged with GTCS update and review with clear focus on professional standards.	Begin to synchronise mandatory trainings across all teaching team. All staff have access to annual training calendar to allow for focussed in-service days. Ongoing support/supervision and annual appraisals promote professional development with clear feedback, actions and review.	Access to training database Annual calendar	Begin February 2018; will take more than one year to achieve Implement March 2018	