

Supporting Improvement: **Standards and Quality Report**



The summary report is provided for parents/careers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

Our achievements and improvements this year.

We would like to highlight the following improvements/achievements:

Parental Engagement

At this time last year we decided on our priorities for the year ahead. We agreed that we wanted to improve parental engagement. We felt that we may be able to offer additional training to parents. We also acknowledged that our pupils are not from the local community and so we have to put in extra effort to ensure that her parents feel part of our school community.

One of our working parties took this priority forward. They spent a long time clearing out our old resource room which had not been used for several years to create a space in which parents could make themselves comfortable and talk privately. The tannoy system is now connected to that room so that parents can be contacted to come down for meetings.

We have had several 'Coffee and Chat' sessions to encourage parents to meet one another. We have a number of parents who are very experienced in accessing the supports that they entitled to and we are hopeful that by building networks they are able to share their knowledge with her new parents.

We have given some thought to social media and exploring the best platform to share our learners' experiences and wider achievements. The Interactive Learning Diary is going to be updated by our providers and we would like to see how ILD meets our needs before we change over to an alternative media platform.

A 'Thematic Inspection' by HMIE examined our partnerships for the purposes of gathering data for a National report on partnership working, parental empowerment and pupil participation. The inspection team we very positive about the work we are doing in school. They were not able to give an official grade for the quality of the work but aid that what they had observed was very good. To achieve an 'outstanding' grade during a full inspection would require more active involvement from our NHS partners in our Improvement planning cycle. We will take this on board next year.

Augmentative and Alternative Communication

Developing our use of alternative and augmentative means of communication was another of our priorities this year. We have an increasing population of children with Autistic Spectrum Disorder (ASD) and it is important that we have a consistent approach across the nursery and classes. We had implemented PODD the previous year but felt we still needed to develop staff skills in this area.

We have devoted numerous training sessions for teachers and support staff across the year. We also offered sessions to parents to develop their knowledge and skills using PODD. As a result we have a bigger number of staff who are able to use PODD confidently and parents who are able to use PODD to support their children at home.

Printing the PODD books was fairly problematic and time-consuming. The group worked on creating a better method of printing onto non-tear paper and binding the PODD books. The format we have created can now be sent to a commercial printer so teachers no longer have to invest time in that laborious process.

The group created activity boards which are displayed throughout the school. This allows members of staff to use them with children whether they are in class in the playroom or in the main hall. Visiting specialists are now using the boards because they are accessible and members of staff have been modelling their use.

By August we hope that everyone who requires a PODD book has access to a PODD book as they are being printed over the summer. We have also printed PODD books for other schools so that they can follow suit.

Use of space

Another of our priorities this year was to look at our use of space in the school. We had to increase the number of classrooms which were used this year which meant that we had to change the use of some spaces.

For some children who exhibit distressed behaviours we are trying to create other spaces to allow them to have a change of environment. We acknowledge that our classrooms are small and can be over stimulating for some pupils. This is going to be more of a consideration in the future.

We created a soft play room upstairs to give children an alternative space to play. This had fire evacuation training implications as we had to ensure that we are able to evacuate children from that space in the event of a fire.

The working party spent a lot of time clearing out a resource room which had materials that were no longer relevant or appropriate for our group of learners. Books and resources which could be used were donated to other schools.

We retained our playroom downstairs which is more easily accessible than the upstairs soft play room. Two CDOs shared responsibility for working with different groups of children across the week. We see play as an excellent vehicle for developing our pupils' communication skills.

Some staff attended outdoor play training to help us to use the outdoors more effectively as a learning environment. The plans to create a path through the woods of the area at the back of the playground are underway. The first stage will be complete by the end of the summer. We are applying for lottery funding to extend the paths so that wheelchair users can experience the woodland and have use of the whole space.

Outdoor Area

The pupil council have been sharing their ideas about how we develop the outdoor space at the back of the garden. Their suggestions, together with some of the plans from last year's pupil council, are starting to come to fruition. We are hopeful that you will see some of the results of our hard work when you come back in August. Our funding bids have all focused on developing a woodland space which is accessible to wheelchair users. Paths, bridges, look out points and even a wheelchair see saw were all discussed and planned with the pupil council. We will continue to expand and develop this area when finances allow.

Here is what we plan to improve next year.

Augmentative and Alternative Communication

We will continue to develop the use of PODD to ensure that practice is well embedded and all staff have the skills and confidence to model its use with our pupils. Similarly Signalong will always be used in school to support pupils' understanding and we are committed to maintaining our own skills and to training new staff.

We have been using eye gaze technology for a number of pupils in school, typically children who are unable to express themselves and think that eye gaze can be used more widely across the school. It can help in the assessment of non verbal children as it will give accurate information about where they look in response to questions or key words. Its wider use will have training implications which we will begin to address next year.

Language and Communication Friendly Environment

Glasgow City Council operate a 'Language and Communication Friendly Environment' (LCFE) accreditation programme which gives official recognition to schools which are conducive to supporting children with communication difficulties. Schools receive accreditation for achieving the objectives in this scheme and can then officially use the title 'Language and Communication Friendly Environment'. Next year we hope to work with speech and language therapists and an Educational Psychologist to develop the objectives outlined in the programme. Expect to be hearing lots about LCFE.

As we have an increasing number of children with autism spectrum disorder (ASD) we are devoting our first in-service day to training on the subject of autism and will continue to develop staff understanding of strategies to support children with autism.

The communication supports we have in place such as visual timetables, routines and structures across the day are already in place however, there is still some work to do in helping *all* staff to understand distressed behaviour, how we can try to avoid it and how we help children to de-escalate if it happens.

Parental Engagement

Parental engagement was on our improvement plan next year. The working party felt as if they were gaining some momentum and wanted to continue with this priority into next year. We are keen to look at different platforms of social media to communicate with parents more effectively. The working party will pilot some apps with a small group of staff to identify which app/social media platform best meets our needs.

We have maintained the website because we often get phone calls and requests as a result of people finding out about us online. We are aware, however that the website needs updated and that there are other methods which may be more conducive to sharing news and events with parents. We have continued to send newsletters out via Expressions and email. Few parents seem to be accessing the newsletter in this way and this is something else we may revise in the coming year.

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: amacbeath@kelbournepark-pri.glasgow.sch.uk

Our telephone number is: 0141-946 -1405

Our school address is: Kelbourne Park Primary, 109 Hotspur Street, Glasgow, G20 8LH

Further information is available in: newsletters, the school website, and the school handbook