



Standards and Quality Report 2023 – 24

Pilrig Park Special School, situated in the Leith area of Edinburgh, delivers education for secondary school pupils experiencing long-term complex additional support needs from S1 to S6. We aim to provide appropriate opportunities for all our young people to achieve within a nurturing and stimulating environment. The school works collaboratively with parents/carers, partners and the wider community to ensure that every pupil has flexible, personalised pathways to develop knowledge, understanding and skills for learning, life and work.

We are currently seeking parents/carers to form a Parent Council to support us with our work. A key strength of the school is our multi-agency approach to supporting our learners. Staff work closely with educational psychologists, the additional support for learning service, the CAMHS learning disability team, social work, allied health professionals and third-sector agencies to meet the needs of all our pupils. Through our positive, empowering and inclusive ethos, we are committed to enabling our young people to be the best they can be by raising attainments and promoting achievements. This aspirational vision is shared by our families and our community and is very much part of our everyday practices.

Vision: As a dedicated school community, we are committed to maintaining a caring and supportive working environment, acting with integrity, motivation, and flexibility at all times. Our vision is to provide safe, effective, holistic education ensuring equity and inclusion for all our pupils through seamless, compassionate, and dignified specialised provision.

Values: Our Pupil Council, after extensive consultation, identified that the values of Pilrig Park School are to:



Aims:

Partnerships which provide us with opportunities to develop relationships within our community to inspire an....

Inclusive learning environment;

Life Skills to prepare our pupils for their futures beyond Pilrig Park School which sparks and embeds the values of a....

Rights respecting cultural ethos;

Independence engrained, through learning and teaching, to enable our pupils to be....

Gallus!

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using HGIOS 4 six-point scale?
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)				
				Good
<ul style="list-style-type: none"> The new vision, values and aims are embedded in practice across the school. 	<ul style="list-style-type: none"> Each school value is a class focus at our monthly assembly. Each school value is nominated as the "sign of the month" and displayed in entrance cabinet. School values certificates issued at end of year Celebration of Achievement assembly to pupils who have excelled at demonstrating the school values. Whole-school interdisciplinary Festival of Kindness week for all pupils in October 23. Featured in ELATE magazine. Christmas and Summer school shows incorporate the school values in the performances. 	<ul style="list-style-type: none"> Feedback from almost all parents/carers demonstrates their belief that the values are having an impact. Almost all staff either agree or strongly agree that the school's vision and values underpins their work. Pupil questionnaires demonstrate most pupils experience the impact of the school values. Feedback from staff at May inservice SIP evaluation exercise. 	<ul style="list-style-type: none"> Further evaluations with all stakeholders in evaluating the impact of our refreshed vision, values and aims. In particular, if it is visible in our daily work and school policies/procedures. 	
<ul style="list-style-type: none"> Staff are encouraged and supported to initiate change and understand their role in bringing about improvements. Inclusive communication vision statement launched throughout the school community. CPD sessions for all staff specific to the complex needs of our learners such as inclusive communication, sign-a-long, 	<ul style="list-style-type: none"> Sharing classroom experiences visits demonstrate almost all classes are now using inclusive communication strategies. Almost all staff report that their professional learning enables them to reflect on and improve their practice. 	<ul style="list-style-type: none"> Most staff state they have a clear understanding of the social, cultural and economic context of the school. The majority of staff state they have opportunities to be involved in agreeing priorities for the school. 	<ul style="list-style-type: none"> Develop opportunities specifically for PSAs to be involved in planning for continuous improvement. Sessions for staff on raising attainment and achievement through effective use of data. Involve all stakeholders in the ongoing review of the school improvement plan ensuring it remains responsive to the 	

<p>playboxes, sensory processing and boardmaker.</p> <ul style="list-style-type: none"> Four members of the Leadership Team undertook Leadership professional learning with Education Scotland. 	<ul style="list-style-type: none"> All staff who responded to SaLTs questions on sign-a-long, have completed either introductory or phase 1 stages or have some knowledge of core signs. 	<ul style="list-style-type: none"> Most pupils report the school listens to their views. Personalised Support working group met regularly throughout the year. 	<p>evolving needs of the school community.</p> <ul style="list-style-type: none"> Foster a culture of continuous improvement where all of the school community feel empowered to contribute to change. 	
<ul style="list-style-type: none"> Some teaching staff have undertaken specific CPD to tailor their teaching to meet the needs of learners, such as SCERTS, Apple Learning Coach and Technology for ASN in Education. Attendance rates are checked daily, transport provided if required or targeted YPPMs. Pupil Council have been committed to improving experiences for all pupils in the school such as organising World Book Day, improving school lunches, celebrating success and organising whole-school events. 	<ul style="list-style-type: none"> Positive impact on staff knowledge and understanding. Most staff report they are supported to engage with professional learning. 31% of pupils have had at least one additional targeted YPPM. Each class had to produce a “A Day in the Life of Pilrig Park School” book and supporting door cover for World Book Day. There have been improvements in school lunches. New class special badges have been introduced. Silent discos have been organised. 	<ul style="list-style-type: none"> The majority of staff state they have regular opportunities to undertake leadership roles. All parent/carer feedback from YPPMs was extremely positive. Every class has at least one special badge and the initiative will be continued next session. 	<ul style="list-style-type: none"> Develop opportunities specifically for PSAs to be involved in implementing improvement and change. Formalise a quality assurance calendar which supports staff with effective self-evaluation. Strengthen the process of monitoring and evaluating the impact of interventions for learners. Continue to offer CPD opportunities for staff to further enhance skills in addressing learner’s diverse needs. Utilise collegiate time to facilitate staff reflection sessions allowing for sharing of effective practices and professional growth. The Pupil Council will continue to represent the voices of all pupils to ensure improvements across the school on behalf of their peers. The results of the pupil survey in June 24 will inform the agenda for meetings. Create staff team guidelines to empower all members of the team to understand their roles to enable them to work collegiately for the benefit of their pupils. 	

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using HGIOS 4 six-point scale?
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)				
				Satisfactory
<ul style="list-style-type: none"> Created our own tracking and monitoring system for all pupils across all subjects, incorporating figures on attendance, engagement and interventions, thus allowing us to obtain data on how our pupils are progressing in their learning. We are in the process of implementing a school digital strategy. Work has included, upskilling staff in digital technology and enhancing pupil's learning experiences through the use of their iPads. 	<ul style="list-style-type: none"> Data obtained from the tracking and monitoring system enabled us to identify barriers to engagement in learning thus enabling additional support to be directed to pupils/class teachers. Most staff report they are using information, including data, effectively to identify and reduce inequalities in outcomes for pupils. Learners are benefiting from an increased use of digital learning tools in lessons as evidenced by shared classroom experience visits. The initial work on the digital learning strategy has resulted in staff being more confident in planning and implementing digital approaches more consistently in the classroom to support effective learning and teaching. 	<ul style="list-style-type: none"> Attainment and Achievement meetings with all teachers. Positive feedback from staff. Digital Learning and Engagement Working Group has met regularly throughout the year. Most staff report pupils are engaged with their learning. Almost all staff report the school has effective strategies to support pupils with their learning. All parents/carers report that they are satisfied with the quality of the teaching in the school. Feedback from staff at May inservice SIP evaluation exercise. 	<ul style="list-style-type: none"> Continue to work towards gaining Digital Schools Award. Create a school framework for teaching and learning to ensure a consistency of pedagogical approaches. In addition to supporting the development of our digital and outdoor learning provision and inclusive practices. A range of approaches are developed to ensure the voices of our pupils are heard in planning and reflecting on their learning, for example communication boards. 	

<ul style="list-style-type: none"> Sharing classroom experience framework successfully implemented across the school. 	<ul style="list-style-type: none"> All teachers had a sharing classroom experience. In all lessons observed there was evidence of inclusive communication taking place. In almost all lessons there was clear evidence of effective use of PSAs to support and lead learning. 	<ul style="list-style-type: none"> Sharing classroom experience visit with all teachers. Positive feedback from staff. Learning, teaching and assessment Working Group has met regularly throughout the year. Improved opportunities for staff to share practice through shared classroom experience to support self-evaluation of their chosen area of focus. 	<ul style="list-style-type: none"> Increase the number of sharing classroom experiences to include peer observations. The areas of focus will be agreed from our "10 Classroom Commitments". Evaluate ourselves using the Teachers' Charter Self-Evaluation Tool. Our new teaching and learning framework will help to further inform our approach to sharing classroom experiences to ensure a collegiate approach to improvement is sustained. 	
<ul style="list-style-type: none"> Two teachers undertook the Edinburgh Learns supporting teacher judgement professional learning. Moderation activities have increased across the school, are now a regular agenda item at our collegiate time meetings and now involve all teachers. Focus has included Literacy, Numeracy, Topic in the BGE; subject specialists in the BGE; Senior Phase; ASDAN; Prince's Trust and external verification for the SQA. Most teaching staff have undertaken a new and significant piece of professional learning which has had a direct impact on school priorities. 	<ul style="list-style-type: none"> All teachers now engage with Milestones to ensure accurate professional judgements are made about pupils' progress. The majority of staff report they find moderation activities are helping them to make sound professional judgements about pupils' progress. All ASDAN and Prince's Trust moderation and SQA verification passed. Teaching staff found the ASDAN moderation very useful and further staff have requested to go next year. 	<ul style="list-style-type: none"> Most staff report pupils are provided with experiences which meet their learning needs. The majority of parents/carers report their child finds their learning activities hard enough. All parents/carers report they understand how their child's progress is assessed. Questionnaire to all teaching staff regarding the use of forward plans. 	<ul style="list-style-type: none"> Teaching staff will engage with EL Achievement of a Level CLPL to further support work undertaken and consistent professional teacher judgements being made. Ensure all teachers are clear about the range of assessment evidence which should be considered when making judgements about pupils' attainment levels. Investigate moderation opportunities with other schools. Create a <i>planning of learning</i> strategy for teachers which incorporates our new curriculum map to ensure a range of rich learning tasks, including elements of personalisation and choice, are available to all our pupils. 	

<ul style="list-style-type: none"> • New target setting system introduced in the BGE following feedback from the revised system implemented in August 23. • Examined our forward plan structure with teaching staff. 	<ul style="list-style-type: none"> • Returns from parents/carers for target setting is less than 10%. • There is no consistent use of forward plans across the teaching staff. 		<ul style="list-style-type: none"> • Evaluate the professional learning opportunities available for all staff allowing for collegiate contributions to school priorities. • Continue to review our target setting systems to monitor and evaluate learners' progress to ensure a focus on equity and success for all learners. • Consider digital methods for engaging parents/carers in target setting. 	
--	--	--	---	--

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using HGIOS 4 six-point scale?
QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)				
				Good
<ul style="list-style-type: none"> We have taken positive steps to supporting the wellbeing of our pupils through our new PSE and RSHP curriculum, along with the input from NSPCC. There is now a school counsellor one day a week for individual sessions with targeted pupils. Our attendance procedures now include a specific reference to pupils who are care experienced thus allowing appropriate interventions to be utilised to address attendance issues. Two teachers undertook the <i>We Matters in the Classroom</i> training. All our care experienced pupils have participated in the <i>Looked After and Active</i> programme with Edinburgh Leisure. All other pupils in the school undertook the <i>You Can</i> active programme with Edinburgh Leisure. One member of the Leadership Team is now part of the <i>Reverse Mentoring Practice: Inclusive Mentoring Programme</i>. The Equalities Coordinator has worked with Children in Scotland to review their Road Safety course in 	<ul style="list-style-type: none"> Almost all of parents/carers reported high levels of satisfaction with health and wellbeing support provided by the school. Pupils have responded very positively to sessions with the counsellor. Most pupils report feeling safe and respected at school. Most pupils report they are taught about a healthy lifestyle and are offered lots of chances to exercise at school/do activities away from school. Almost all staff report evidence of respect in action between staff and/or pupils. All staff are aware of our pupils who are care experienced. Following <i>We Matters</i> training, the teachers report their classroom practice now has more focus on supporting care-experienced pupils through restorative and nurturing approaches. 	<ul style="list-style-type: none"> Parents/carers questionnaires. Staff and pupil questionnaires. Questionnaires to partners. School counsellor reports that her service feels valued by the school. Session reports from Nordoff Robbins music therapist. Feedback from YPPMs demonstrates that families feel supported. Pupils are now more confident in accessing community services and have improved their health and wellbeing, directly impacting on skills for life. Feedback from staff at May inservice SIP evaluation exercise. 	<ul style="list-style-type: none"> Review the existing YPPM framework for all pupils. All staff will undertake the mandatory Equalities training. Form a RRSA Working Group as we embark on our journey to Gold: Rights Respecting accreditation. Specifically track progress in learning and achievement for care experienced pupils and those living in poverty. Through the PRD/Looking Forward Conversations process, identify teachers/PSAs to attend Leadership for Equity training. Equalities coordinator and the use of the Leadership for Equity Impact Framework to identify our next area of focus. Continue to build on our partnership work such as Edinburgh Leisure and Children in Scotland. Keep our R, L&B policy front and centre of staff meetings. Review the procedures and amend as appropriate. 	

<p>her capacity as Equalities Coordinator.</p> <ul style="list-style-type: none"> • We were successful in our application for one of our pupils to join the Youth Voice Network with Children in Scotland. We continue to have representation on the Inclusion Ambassadors group with Children in Scotland. • PEF money has allowed pupils to participate in targeted interventions such as SCRAN Van, after school sports club, the Yard and Music Therapy. • Relationships, Learning and Behaviour Policy, along with supporting documents, has been launched with staff. • Two members of staff are now CALM Physical Interventions Instructors. Almost all staff are now accredited up to and including technique six. GIRFEC Wellbeing form now captures required CALM data. All new staff undertake the CALM core theory programme as part of the staff induction process. • Our Leaver's Ball was held for the first time in school thus allowing it to be more accessible and inclusive for all pupils and all staff. 	<ul style="list-style-type: none"> • All pupils who participated in the Active Programme with Edinburgh Leisure now have the opportunity to access a free membership card for EL. • All other pupils are now entitled to apply for a Community Access Programme card with Edinburgh Leisure. • The voice of our pupils is heard at a national level. • Use of PEF money for targeted interventions has led to positive impacts on emotional regulation, access to physical exercise, opportunities for confidence building in the workplace and allowing pupils to develop the transferrable skills needed for life and work. • Debrief form from R, L&B policy, allows for interventions to be identified and help with emotional regulation. Staff feel more confident helping pupils. • New risk support plans have been developed and are now in use, highlighting use of de-escalation techniques and appropriate physical interventions for individual pupils. 	<ul style="list-style-type: none"> • Feedback from the Pupil Council regarding their work with Children in Scotland. • SHE portal submissions for physical incidents have significantly decreased. • Staff noted the effective use of CALM de-escalation techniques in creating a harmonious atmosphere. 	<ul style="list-style-type: none"> • Build time into inservice days for CALM technique practice and reflection. • Further Mental Health Matters training to staff as appropriate. 	
--	--	---	---	--

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using HGIOS 4 six-point scale?
QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)				
				Satisfactory
<ul style="list-style-type: none"> Created our own Tracking and Monitoring system for all pupils in all curriculum areas/subjects. Attendance, engagement, achievements and target setting are also included. Attainment and achievement meetings established as part of the WTA. Position Paper and supporting documents for attainment and achievement meetings produced. All teachers engaged in the meetings with HT and DHT using new T&M system. Some teaching staff have started to actively engage with Clicker 8 as a literacy/communication support. Boardmaker is now used throughout the school, with every member of staff and every class. Year Head team meetings have allowed for timely targeted interventions to be put in place. PT SfL has focused on the impact of emotional regulation as a barrier to improving attainment and achievement. For example, through undertaking TACPAC training and setting up sensory spaces. Presentations given to teachers 	<ul style="list-style-type: none"> Our new T&M system has started the process of ensuring a consistent approach to T&M across the school. A&A meetings enabled professional dialogue about pedagogical approaches, targeted support and appropriateness of course/level. There is evidence of more effective communication/literacy support. Teachers report using Boardmaker daily, for many different reasons, describing it as "invaluable". The introduction of new qualifications which are more suited to our learners and allow for breadth and capturing of achievements. Identified pupils have sensory calm time as part 	<ul style="list-style-type: none"> Teaching staff feedback on use of Clicker 8. Questionnaire to teaching staff on Boardmaker. Sharing classroom experiences. Questionnaires to staff on sensory processing, supporting transitions, and sensory spaces. Questionnaires to staff and pupils on "Tweed Buddies". Minutes of Year Head team meetings. Most staff report they have a shared understanding of their "responsibility for all" in literacy, numeracy and health and wellbeing. Figures below illustrate improved attainment and achievement across 	<ul style="list-style-type: none"> Refine the T&M system to give clearer information per pupil, to measure progress on targets/interventions, to allow for improved data analysis on SIMD/progress/ASN, and to track attainment over time both for learners and subject/curricular areas. Ensure there is a strong focus on literacy and numeracy across all stages of the curriculum and develop our moderation activities in order to increase staff confidence in using a range of assessment data, including benchmarks, to inform their practice as evidenced by feedback from A&A meetings and professional development sessions. Utilise A&A meetings to demonstrate that teachers are confident in using data to ensure that pupils' needs are met with appropriate interventions at an early stage. Through engagement with data, equip staff to understand the impact of poverty on pupil health, wellbeing and attainment. This will allow them 	

<p>at collegiate time following baseline questionnaires.</p> <ul style="list-style-type: none"> • Eight of the ten pupils who started the <i>SQA Mentoring Award</i> (SCQF Level 3) were successful in achieving it. This was a new course for us. • One class has had swimming taster sessions. • School was awarded Sportscotland Gold School Sport Award! • Green Flag Award submitted June 24 detailing all the Eco work which has been undertaken and its impact. • Pupil Voice, Ness Class, applied to be a FairAware school and were successful! • Took part in both the Senior and Junior Masterchef completions, hosting the latter, which we won! • One targeted pupil completed the LEAP programme. • Two pupils completed Drake music project. • All leavers have a positive destination. These include college, employment, day services and employability training. 	<p>of their daily routine to support emotional regulation and transitions.</p> <ul style="list-style-type: none"> • All staff and pupils who were involved with the “Tweed Buddies” initiative fed back very highly on the project. 	<p>all stages of the curriculum.</p> <ul style="list-style-type: none"> • All pupils in S4 are on track to achieve English and Maths SQA qualifications at a level appropriate to them. 	<p>to be able to identify the impact of individual pupil barriers to attainment and plan interventions in a more responsive and creative way.</p> <ul style="list-style-type: none"> • Develop a whole-school strategy for the use of Clicker 8. • Implementation of Literacy and English CEC Progression Pathways and Literacy Strategy. • Implementation of Numeracy and Mathematics CEC Progression Pathways and Numeracy and Mathematics Strategy. • Work towards becoming a FairActive school. • Continue our work on Pilrig Park Personalised Pathways for all pupils as part of our curriculum rationale work, which will impact on improving attainment and capturing achievements. • Continue our work on emotional regulation and impact on attainment and achievement, through: further training on playboxes; creation of a sensory circuit room and sensory joint attention boxes; and developing a plan for the use of sensory spaces. • Depute Head Teacher will engage with Leadership for Equity – Senior Leaders CLPL. 	
--	--	--	---	--

Attainment and achievement figures:

- All pupils in S1 have achieved JAS Silver award.
- All pupils in S2 have achieved JAS Gold award.
- As part of Senior Phase choices, pupils could choose ASDAN Short Courses in Animal Care, Gardening, Hair and Beauty, Foodwise and Roadwise. Pupils achieved either 2 or 3 modules in their chosen course.
- One pupil in S4 completed a Unit in N3 Art and Design (in addition to N2). Four pupils will achieve N4 in Practical Cookery. Two pupils will achieve a Unit in N4 PE.
- Analysis of SQA awards since June 2022 shows that there has been an improvement in the number of full awards; there is clear evidence of pupils being stretched, where appropriate; and through pupil choice in our Senior Phase there is evidence of pupil achievements in the curricular areas which they enjoy and that may contribute towards their positive destination. These accreditations, along with Prince's Trust and ASDAN, demonstrate a clear focus on improving attainment and achievement for all our young people in their preparation for life beyond school.
- Every pupil in S4 has achieved SQA qualifications at an appropriate level in at least five different subjects, either for unit awards or full course awards.
- 10 pupils achieved Princes Trust Personal Development and Employability Award in June 23. This session this has increased to 22 pupils.
- In June 2024, eight pupils achieved ASDAN Personal Development Programme level Bronze, ten pupils achieved level Silver. This is compared with ten pupils who achieved Bronze in June 2023.
- New ASDAN Towards Independence courses have been introduced in Horticulture (14 pupils achieved) and Wider World (8 pupils achieved).
- Pupils are receiving ASDAN certification for PSE courses, not only in S4 – S6, but also in S1 – S3:
 - New Horizons – All pupils in S1/2 on track to achieve Gold level by Christmas
 - Towards Independence – All pupils in S3/4 are working towards completing courses on Starting Out, Coping with Change, Getting Ready to Go Out by Christmas
 - Living Independently – Pupils in S5/6 have completed between 1 and 4 modules

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using HGIOS 4 six-point scale?
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
				Good
<ul style="list-style-type: none"> • All staff undertook annual CP update and Level 2 training in August. • One CP Coordinator completed Level 4 Refresh training. • All new staff during the session undertake the CP annual update and are booked on the first available CP Level 2 training. • Implemented a <i>New Staff Induction Checklist</i> which includes CP training and procedure for wellbeing concern forms. • One CP Coordinator undertook CP Talking Mats training. • Our refreshed school values emphasise the importance of being kind, respectful, safe and helpful. • RSHP curriculum implemented for S1 – S6. • Module on digital skills, which incorporates, the topic of e-safety delivered to S4/S5/S6 as part of the Prince's Trust qualification. • All pupils have taken part in the <i>NSPCC Speak out Stay safe</i> programme. • Two CP Coordinators undertook the <i>Healthy Respect</i> NHS Lothian supporting young people sexual 	<ul style="list-style-type: none"> • Almost all staff are aware of our procedures relating to CP and safeguarding. • Line managers check-in immediately to address any CP procedural concerns that staff have. • Most partners are aware of our procedures for reporting CP and safeguarding concerns. • Almost all staff report the school deals effectively with any bullying. • The majority of parents/carers report the school deals well with any bullying. • We review wellbeing concern forms daily and action appropriately such as call YPPMS, adjust our curriculum or inform social work. • Most staff report they are provided with feedback when they report an incident. • School values are highlighted by a nominated class in our monthly assemblies. 	<ul style="list-style-type: none"> • Checklist of all staff with up-to-date CP training. • Pupil survey results. • Staff survey results. • Parent/carer survey results. • Partner survey results. • The majority of pupils report they have someone they can speak to at school if they are worried or upset. 	<ul style="list-style-type: none"> • Two CP Coordinators to undertake Level 4 Refresh training. • Implement a QR Code system for staff allowing them easy access to the CP processes for the school. • Review our sign in procedures for all visitors, putting a QR Code in place to take them to information on the child protection coordinators for the school and school procedures. • Ensure all FM staff are CP trained. • Review our <i>Record Keeping and Information Storage Procedure</i> in line with updated CEC guidance. • Review our healthcare procedures. • Explore the use of talking mats. • Establish systems for all staff to receive feedback on wellbeing concern forms. • RSHP and NSPCC Speak out Stay safe curriculum programme to be reviewed, adjusted, and thoroughly evaluated. • All staff will be encouraged to undertake the <i>Healthy Respect</i> NHS 	

<p>health training. All staff were made aware that this course was also available to them.</p> <ul style="list-style-type: none"> • Two members of the ELT undertook the online GIRFEC training. • One member of ELT completed the online CSP modules. 			<p>Lothian supporting young people sexual health training.</p> <ul style="list-style-type: none"> • Review our systems for tolerating, reporting and dealing with bullying and discrimination. 	
--	--	--	---	--

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using HGIOS 4 six-point scale?
QI 2.2 Curriculum: Theme 3 Learning pathways				
				Satisfactory
There is evidence in the BGE and SP of learning pathways suited to the needs of the pupils.	<ul style="list-style-type: none"> Classes are set according to age/stage which allows for pupil choice, appropriate progression through qualifications, engagement with college courses, and the opportunities for personalisation, thus improving outcomes for learners. This directly impacts on their positive destinations. Sep 23 DHT held Senior Phase Information event for parents/carers to demonstrate and explain the learning pathways for S4 – S6. The majority of pupils state that they feel their work is hard enough. 	<ul style="list-style-type: none"> The SP curriculum has been broadened and allows for progression. For example, through the introduction and continuation of ASDAN and Prince's Trust qualifications as well as work experience, college, and DYW/SDS/Enable employer input. Feedback from parents/carers. Feedback from staff at May inservice SIP evaluation exercise. Pupil questionnaires. 	<ul style="list-style-type: none"> Create a Curriculum Working Group who will lead and coordinate the development of our new S1 – S6 curriculum plan. Develop a curriculum map for S1 – S6 focusing on the Skills for Learning, Skills for Life and Skills for Work. Include all stakeholders in this work. Collaborate with partners to enhance the learning pathways available to our learners. 	
A whole-school map for a PSE and RSHP curriculum has been developed and implemented across the school.	<ul style="list-style-type: none"> All learners have experienced an appropriate PSE and RSHP curriculum including input from the NSPCC. PSE pathways are mapped through the ASDAN courses: S1/S2 New Horizons S3/S4 Towards Independence S5/S6 Living Independently An information session for parents/carers on the RSHP curriculum was held. All resources were also uploaded on the school website. 	<ul style="list-style-type: none"> Regular sessions for teaching staff were held on implementing the PSE/RSHP curriculum. Most staff have been positive about the resources and plans for the PSE/RSHP curriculum. ASDAN PSE courses have been moderated. Pupils in S1 – S6 are receiving certification for PSE courses (see QI 3.2). 	<ul style="list-style-type: none"> Revised timescale for PSE/RSHP curriculum delivery. Enhancement of PSE/RSHP curriculum through resources and variety of courses. Further PSE/RSHP curriculum evaluation with staff, pupils and parents/carers. Expand moderation of courses. Revised whole-school map for PSE/RSHP curriculum. 	

	<ul style="list-style-type: none"> Learners have experienced clear pathways that allow them to build on prior learning and develop new skills. 			
Expanded our interdisciplinary learning, skills development and opportunities for personal achievements.	<ul style="list-style-type: none"> S4 – S6 pupils, where appropriate, had access to work experience. Our DYW Events Planner 23/24 included opportunities for all pupils. All pupils participated in our first DYW skills week. Collaboration with external partners allowed for all pupils to participate in a range of skills experiences. Strong partnerships with external organisations and community partners have enhanced the curriculum and provide meaningful, real-life learning opportunities. For example, Tesco Leith, Community Police and Fire Services, Oral Health with NHS Lothian. All pupils took part in a Festival of Kindness week and Scottish week. Worked with Enable to run Paws for Progress with identified pupils to help build their confidence and employability skills. Nine pupils engaged with the Young Leader award run in Partnership with DYW through Edinburgh Leisure. Delivered the Stepping Up program for Enable Works to leavers/targeted pupils. 	<ul style="list-style-type: none"> Work Placement Logbooks. DYW skills week questionnaires to partners and staff. Almost all responses stated the week had a positive impact on pupils' learning and development of skills. Almost all pupils engaged positively with partner experiences. Most partners report that partnership working with the school works well. 	<ul style="list-style-type: none"> Develop a well-planned, broad and progressive Lifeskills curriculum designed to meet the diverse needs of our learners. Continue to foster strong partnerships with external organisations and community partners, exploring new opportunities to enrich the curriculum and support learners' personal achievements. 	
Built capacity within the school for delivering STEM.	<ul style="list-style-type: none"> All pupils engaged in our first ever STEM day. 	<ul style="list-style-type: none"> All pupils actively engaged in activities during the STEM day. 	<ul style="list-style-type: none"> CLPL for staff who are engaging with STEM activities. 	

Teacher undertook the STEM Challenges for First and Second Level training by SSERC.	<ul style="list-style-type: none"> Many partnership opportunities utilised between the STEM teachers at Pilrig Park School and Gorgie Mills High School including weekly STEM sessions at Pilrig Park School, visit to Gorgie Mills High School, and joint trip to Glasgow Science Centre for targeted pupils. 	<ul style="list-style-type: none"> The visible success and engagement of pupils/staff in the partnership work between the schools, allowed for the projects to develop as the year progressed. 	<ul style="list-style-type: none"> STEM curriculum for the BGE will be developed and trailed. Expand STEM initiatives and extracurricular opportunities. 	
<p>All S3 pupils now receive two hours of an outdoor learning curriculum every Wednesday afternoon.</p> <p>One of the outdoor learning teachers took part in the Learning for Sustainability project with the authority.</p>	<ul style="list-style-type: none"> An outdoor learning forward plan for S3 pupils has been developed. There is a curriculum rationale for specifically for outdoor learning at Pilrig Park School. Two teachers have created a programme of work tailored to learners with ASN, with social interaction and emotional regulation at its core. 	<ul style="list-style-type: none"> Staff observed evidence of positive social interactions, teamwork, independence and development of outdoor skills. All 14 pupils and 7 staff involved received Blue Peter Eco badges! Positive feedback from our partnership work with The Botanic Gardens, Edinburgh. 	<ul style="list-style-type: none"> Create an outdoor learning programme for S1/S2. Investigate outdoor learning accreditation across the school. Develop partnerships which will enhance the outdoor learning experiences of all pupils. 	
A draft curriculum rationale and supporting visual have been developed by teaching staff and included in the school improvement plan for 2024/25.	<ul style="list-style-type: none"> Through enhancing and diversifying the learning pathways available, we have ensured that they remain relevant and responsive to the learners' needs and interests. 	<ul style="list-style-type: none"> Significant time from the WTA was set aside for teachers to collaboratively develop a curriculum rationale and supporting visual which is relevant for our learners. Almost all teaching staff state they have regular opportunities to help shape the curriculum through discussions with colleagues, parents/carers and partners. 	<ul style="list-style-type: none"> Draft curriculum rationale and visual to be shared with the school community. PSAs to have opportunities to help shape the curriculum. Curriculum questionnaires and focus groups with parents/carers and partners. Strengthen the monitoring and evaluation of the curriculum, using data and feedback to inform ongoing improvements. Following full consultation with the school community, a position paper will be produced on curriculum and supporting learning pathways. 	

Most teachers have taken part in professional learning activities which have directly impacted on the curriculum.	<ul style="list-style-type: none"> • Learners are engaging with a wide range of learning experiences. • Regularly reviewing and adapting the curriculum based on learners' needs, interests and feedback. 	<ul style="list-style-type: none"> • DHT and PT Curriculum attended the five session "Curriculum Design" professional learning opportunity by Education Scotland to support the NCNN. 	<ul style="list-style-type: none"> • Provide professional development opportunities for all staff to support them in delivering high-quality learning experiences across all learning pathways. 	
---	---	--	--	--

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using HGIOS 4 six-point scale?
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
				Satisfactory
<ul style="list-style-type: none"> Organised parent's nights, senior phase curriculum information session and RSHP information event. Held three whole-school engagement events for families and staff/pupils. Parents/carers are also invited to Sports Day and Leaver's assembly. School SaLT attended second parent's night for the first time. Actively tried to recruit parents/carers for the Parent Council. Sought and valued parent/carer feedback on several issues to inform school improvement planning. Generic questionnaire for events launched to gather information from parents/carers on suitability of date/time of event, accessibility, and knowledge of next event. Inclusive communication and signifier songs uploaded to website to help parents/carers with daily routines. Twenty families for whom English is not their first language were contacted to ask if they would 	<ul style="list-style-type: none"> Engagement at the last parents' night was 67%, the highest figure from our last four events. Approximately 20% of parents/carers attended the senior phase information session and approximately 10% for the RSHP event. Phonecalls offered to all parents/carers instead of attending in person at parent's nights. Of the parents/carers engaging in the last four parent's nights, on average 66% of parents/carers request a telephone appointment. Attendance at the three whole-school engagement events varied between 30 to 52%. We follow up with families who do not engage offering transport to/from school if that is a barrier. The majority of staff report that the school's arrangements for engaging parents/carers in 	<ul style="list-style-type: none"> Attendance at school events. Almost all parents/carers attended their child's YPPM. Feedback from parents/carers through end of year survey, following attendance at events in school, home-school diaries, post YPPM questionnaire, report card feedback sheets, target setting review questionnaire. Almost all parents/carers gave positive feedback on our three whole-school engagement events. Family Learning Working Group has met throughout the year. Feedback from staff at May inservice SIP evaluation exercise. 	<ul style="list-style-type: none"> Invite SaLT to future parent nights. Following parent/carer feedback, hold an open afternoon in September 24 for parents/carers to meet the staff team and visit the classroom. Continue to build on the work of establishing a Parent Council ensuring all members are supported in feeling confident with their roles and responsibilities. Expand our Inclusive Communication Strategy to include families with the help of our SaLT. Include family engagement events which celebrate all cultures. Investigate digital methods for engaging families in their child's learning. Focus groups on curriculum and supporting with child's learning. Questionnaires on S6 transition procedures, P7/S1 transition process, and whole-school target setting procedures are not issued until late June. Results will be analysed and will impact on arrangements for session 24/25. 	

<p>prefer if text messages were in their preferred language.</p> <ul style="list-style-type: none"> • New end of session questionnaire launched to all S6 leavers families. • New school handbook created and uploaded to the website. 	<p>their child's learning are effective.</p> <ul style="list-style-type: none"> • High quality newsletter issued four times a year. • Parents/carers receive groupcall message to inform them a letter is coming home. All letters uploaded onto website. • Four families replied to message about texts to be translated, three said yes. 	<ul style="list-style-type: none"> • 41% of parents/carers returned end of year report acknowledgement slips including positive feedback on the style and timing of reports. 	<ul style="list-style-type: none"> • Gather feedback from parents/carers on the handbook. • Survey parents/carers on their usage/usability of our website. 	
<p>There was a 38% return on our first end of year review questionnaire specifically for parents/carers. Most of these parents/carers reported:</p> <ul style="list-style-type: none"> • They receive helpful, regular feedback about their child's learning; • That the school gives advice on how to support their child's learning at home; • That the school takes their views into account when making changes; and • That they feel comfortable when approaching the school with questions, suggestions and/or a problem. <p>The majority of the returns stated that the parents/carers feel:</p> <ul style="list-style-type: none"> • The school organises activities where my child and I can learn together; and • They feel encouraged to be involved about the work of the Parent Council. 				