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Standards and Quality Report

2023-2024

Improvement Plan

2024-2025

**The School in Context**

# Introduction

I am delighted to introduce the Standards and Quality Report for Stanmore House School for 2023-2024. This report describes what has been achieved throughout the academic year. A new leadership model has been in operation since January 2023. Capability Scotland appointed an Interim Head Teacher leading both its schools and she is ably supported by an Acting Principal teacher at Stanmore and an Acting Depute Head teacher at Corseford School. The Head teacher divides her time between each school, chairing weekly handover meetings with the full leadership team in attendance making sure communication across the schools is very good. Senior Leadership team meetings also take place with a focus on school improvement.

Stanmore House School is located just outside the town of Lanark. Stanmore House School provides a positive learning environment for learners aged 5-18 years where the presumption of mainstream cannot be met.

Stanmore House School provides education for children and young people who have complex, long term additional support needs and require a significantly modified learning environment. The current role is 9 learners over 2 classes.

Needs of learners are primarily associated with learning disability and significant visual/sensory/health and medical needs. Stanmore House School is a multi-disciplinary school; the Allied Health Team consists of Physiotherapists, Occupational Therapists, Speech and Language Therapists, Nurses and Dietetics. They provide support to the children and young people, their families, and staff. Joint working with the Allied Health Team includes training, planning, and working collaboratively on the Individualised Educational Programmes.

Facilities in Stanmore House School include specialist classrooms, interactive sensory room, a salon, cinema room, nurture room, music room, ICT suite, rebound therapy room, medical suite, and hydro-therapy pool. The outdoor space has been significantly developed ensuring access to high quality outdoor learning and play experiences for all learners.

We work closely with other agencies and staff have a clear understanding of their roles and responsibilities in supporting our learners.

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:

Head of Schools across both Capability Scotland Schools- 1 FTE (Acting)

Teachers - 2 FTE

Principal teacher - 1 FTE (also 0.6 Teacher included in above)

Team Leader – 1 FTE

Head of Care and Health - 0.6 FTE

Lead Allied Health Professionals – Lead SLT - 0.4 (Vacant Post); Lead Physiotherapist - 0.5

OT– 0.4 FTE

Physiotherapist – 0.6 FTE vacancy

Lead Nurse - 0.4 FTE

Dietician – 0.2 FTE

Classroom Support Staff – 11.2 FTE

AHP assistants – 3.6 FTE

Admin- 1.3 FTE

Our learners enjoy recognition and celebration of their learning achievements, made in and out of school. Opportunities to celebrate success are built into weekly assemblies through our house system and regular whole school events. Our learners can have their voices heard through taking part in school committees including the Eco Committee and Pupil Voice Group.

A picture containing graphical user interface

Description automatically generated**Statement of School Vision and Aims**

**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.

**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 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 our School

In line with the values, purpose, and principles of Curriculum for Excellence, we aspire to provide all learners with access to the highest quality learning and teaching 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 learners and parents

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

* providing opportunities which encourage independence in all learners
* 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

Learners:

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Aims of my school

Support my independence

Involve my family and community

Ensure I am safe

Be my best!

Grow and develop my skills

Support me

**How are we doing?**

Stanmore knows where it is on its Journey to Improvement.

The school has built evidence linked to: **QI 1.3, 2.3, 3.1 and 3.2** and is able to evaluate its performance in these areas accurately.

|  |  |
| --- | --- |
| **Quality Indicator** | **School Evaluations** |
| QI 1.3  Leadership of Change | Very good |
| QI 2.3  Learning, Teaching and Assessment | Very good |
| QI 3.1  Ensuring Wellbeing, Equality and Inclusion | Very good |
| QI 3.2  Raising Attainment and Achievement | Very good |

*Stanmore House School will take part in an organised VSE in April 2025 to validate the school’s self-evaluation processes.*

**How do we know?**

## Standards and Quality Report Session 2023-24

## Evaluated School Improvement Plan 2023-24

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| * *Priority 1:* To continue to develop partnerships and wider achievement to impact attainment and achievement. | | |
|  | **Progress and Evaluation:**   * All staff on board with award process and understand the purpose of raising attainment and achievement for the learners. * A member of staff has developed an effective and comprehensive learning journey evidence document linked to requirements of DofE and each learner’s IEP skills. * This will be updated as the choice groups progress until the February break (12 weeks required by DofE), when the groups will be rotated to allow the learners to develop another set of skills. * Appropriate awards identified by multidisciplinary school team. The Acting Principal Teacher set a time line for each award to be shared with Teachers. * Appropriate awards identified by multidisciplinary school team. Time spent in mixed class groups during inset, looking at other potential awards which fit and enrich the learning experiences.   Awards explored and identified are:  Heritage Hero-Explorer Level-T2  John Muir -Discovery/Explorer Level - T3  Woodland Trust Green Tree Platinum Level -T3  RSPB Wild Challenge-Bronze T2  RHS School Gardening Award L4 – T3  D of E Bronze  RRSA - Silver  Eco - Green Flag  Reading Schools Award   * Heritage Hero Award Completed: showcase 26/2/24. Accredited Feb 24 * RSPB Completed. Accredited April 24 * Duke of Edinburgh Bronze award implemented for all senior learners. All records are planned and monitored. Accreditation achieved by May 2024. Every pupil working with D of E record booklet weekly - * D of E Skills booklet completed weekly and uploaded to eDof E week beg 15th April 24. Volunteering record completed and uploaded to eDof E week beg 15th April 24. Physical record completed and uploaded to eDof E week beg 22nd April 24 * Outdoor learning is clearly linked to wider achievement. RSPB and Green Tree requirements shaped the outdoor education plan. Positive engagement from the young people. RSPB evidence presented in a booklet and emailed for accreditation. D of E practise day was huge success. All YP involved participated with support to experience sense of adventure, teamwork, communication, physical skills and holistic benefit of whole day outdoors. * New partners from D of E and Heritage Hero Awards are actively engaged with the school helping to raise attainment | **Next steps**  New awards implemented and accredited.  Wider Achievement increased across the school.  Action: continue to introduce new awards and build up new partnerships supporting the school to raise attainment |
|  | **Impact:**   * All pupils have the opportunity to take part in the Duke of Edinburgh Award Scheme at Bronze level * All BGE pupils have the opportunity to take part in a wide variety of awards raising attainment in Stanmore School * All staff have the opportunity to use their individualised skills to support the D of E award and other award programmes * New partners are effectively supporting wider achievement in Stanmore helping to raise attainment and achievement | . |

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| * *Priority 2:* To further develop the school curriculum to raise attainment. PEF | | |
|  | **Progress and Evaluation:**  **What did we do?**   * All staff took part in professional learning led by the QIO on ‘The curriculum framework at Stanmore’. Feedback was very positive and staff felt they had a deeper understanding of the curriculum framework. * An elective programme was planned and implemented for all learners at Stanmore School. Staff agreed that choice groups should be aligned with D of E award. Progress was recorded through weekly photographs and summaries of session detailing the Young person’s engagement with skill. * Staff agreed to spend 3 months on each elective, to allow each young person time to consolidate skills and work with the D of E time framework. Staff discussed possible areas of interest for the young people and a member of staff discussed interests with young people to gauge interest. * An information booklet was created for all pupils, staff and parents on the electives programme and this will be added to the curriculum framework to give context. * The elective programme is carefully planned and monitored. Weekly summaries of progress of skills are completed along with photographic evidence. * Progress and achievement is linked to each young person’s attainment story and to the unique attainment story of Stanmore School | **Next steps**  A well planned electives programme is in place for all pupils at Stanmore school. This is clearly linked to the Duke of Edinburgh Award and skills development  Action  Continue to develop the electives programme linking with wider achievement opportunities |
|  | **Impact:**   * The curriculum offers an electives / choice programme to all pupils at Stanmore to help develop skills and raise attainment * An information booklet has been created to support all pupils make informed choices on the elective programme * There is increased opportunity for certification within the elective programme supporting the school to raise attainment * We have raised attainment and achievement through the elective programme |  |

**Key Indicators**

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| **1.3 Leadership of Change** |

###### **Themes**

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

###### **Our Illustration**

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

* The school community is committed to ensuring the highest possible standards and success for all learners is achieved. All staff show commitment to shared educational values and professional standards. The Head Teacher (joint over both Stanmore and Corseford), Acting Principal Teacher and Team Leader provide strong and effective leadership which has enabled the school and wider community to develop, promote and sustain an aspirational vision which underpins continuous improvement.
* The school’s vision evolves through ongoing reflection and debate across the school and community. As a result of this active collaboration, the school and community have ownership of the vision, values and aims. These are shaped by a clear understanding of the social, economic and cultural context in which children, young people and their families live alongside an awareness of current policy and practice. Through effective leadership at all levels, the school community works together to turn the shared vision into a sustainable reality.

**Strategic planning for continuous improvement**

* The Leadership team creates conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. Staff ensure proposed changes demonstrate the school and community working in collaboration to improve learning and outcomes for children and young people. The Head Teacher effectively guides and manages the strategic direction and pace of change. She is very well supported by the Acting Principal Teacher and the Team Leader. Time is protected for professional dialogue, collegiate learning, and self-evaluation, so that all members of the school community can contribute to plans for continuous improvement.

**Implementing Improvement and Change**

* Staff at all levels take responsibility for implementing change and promoting equality and social justice across all of their work. Senior leaders in the school community promote and support innovation, creativity and practitioner enquiry which leads to positive change. They work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners. The staff continually reflect on and develop their practice taking account the school’s robust self-evaluation processes and vision for continuous improvement. Staff, learners and partners engage regularly in critical reflection and self-evaluation. As a result, children and young people have developed increased capacity to respond and adapt to change. Practitioner enquiry and creative approaches are integral to the thinking and practice of staff, pupils, and partners. The school has very effective strategies in place to monitor and evaluate the impact of changes on outcomes for learners and the work of the school.

**Next Steps**

* To continue to encourage parents and partners to become more involved in school improvement to raise attainment
* To continue to develop a collaborative approach for school improvement across both Stanmore and Corseford schools

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| 2.3 Learning Teaching and Assessment |

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###### **Themes**

* Learning and Engagement, including use of digital technologies
* Quality of Teaching
* Effective use of Assessment
* Planning, Tracking & Monitoring

###### **Our Illustration**

**Learning and Engagement**

* The ethos and culture of the school reflects a commitment to children’s rights and positive relationships. The children and young people are eager and active participants who are fully engaged and resilient and interact to the best of their abilities during activities. Learners’ experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology which supports them to become more independent in their learning. Some learners understand the purpose of their learning and have opportunities to lead the learning. The learners are successful, confident, and responsible. They contribute effectively to the life of the school and wider community in a range of well-planned activities. They know that their views are sought, valued, and acted upon.
* School attendance is very good considering the complexity of health needs because of allied health staff and school staff working together. Average attendance for 2023/2024 is 83% with 10% sickness and 1% for medical appointments. The remaining 6% is due to learners being hospitalised. This high attendance impacts positively on attainment because pupils have continuity of learning. The level of therapy that pupils receive in school supports their general health and welfare and supports that high attendance.

**Quality of Teaching**

* Teaching is underpinned by the shared school vision and values. Staff use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by effective use of digital technologies. Staff give simple explanations and instructions are clear. Staff use skilled questioning and engagement to promote curiosity and observe learners closely to inform appropriate and well-timed interventions and future learning. Staff use feedback effectively to inform and support progress in learning. Professional learning opportunities for staff identified by SLT and well linked to improving the quality of learning, teaching and assessment.

**Effective use of Assessment**

* Assessment is integral to the planning of learning and teaching. Staff use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes, and capabilities in different contexts across the curriculum. The assessment evidence is valid and reliable. At key milestones, the assessments provide reliable evidence which is used to report on the progress of all children and young people. Across the learning community staff have shared expectations for standards to be achieved.

**Planning, Tracking and Monitoring**

* Staff plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. As a result of the school’s robust processes to monitor and evaluate learners’ progress they have very clear and detailed information on their attainment across all curriculum areas. The school uses data extremely well to evaluate the effectiveness of interventions designed to improve outcomes for all learners. All staff have taken part in professional learning opportunities to help improve the overall quality of learning, teaching and assessment which has led to raised attainment and achievement.

**Next Steps**

* Further develop IEPS, using the language of assessment and reporting and developing a more consistent approach to moderation of targets set.
* To develop a Reporting format that reflects our multidisciplinary approach to learning and teaching.
* To ensure that there is a focus on the reporting of skills in the Snapshots and that there is a consistency in approach for all learners.
* To develop a planning cycle of skills development
* To ensure there is a robust framework for Senior Phase at Stanmore

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| 3.1 Ensuring Wellbeing, Equality and Inclusion |

###### **Themes**

* Wellbeing
* Fulfilment of Statutory Duties - including presumption of ASN for Looked After Children, unless assessed to the contrary, and specific arrangements for support to improve outcomes
* Inclusion and Equality

Our Illustration

**Wellbeing**

* As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.
* We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people.
* Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values, and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, whole school, and wider learning community. We consider each child and young person as an individual with his/her own needs, risks, and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives.

**Fulfillment of Statutory Duties (with specific reference to Looked after Children)**

* We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.

**Inclusion and Equality**

* We ensure inclusion and equality leads to improved outcomes for all learners. All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best.
* Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. We understand, value, and celebrate diversity and challenge discrimination. We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those who are looked after and those with additional support needs.

**Next Steps**

* To update Child Protection and Safeguarding training to ensure it is underpinned by the National Guidance for Child Protection in Scotland 2021 – updated 2023
* To create a new induction training programme for all new staff, students and volunteers

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| **3.2 Raising Attainment and Achievement** |

###### **Themes**

* Attainment in Literacy and Numeracy
* Attainment over time
* Overall quality of learner achievement

###### **Our Illustration**

**Attainment in Literacy and Numeracy**

* Learners make very good progress from their prior levels of attainment in literacy and numeracy. The school has worked hard to raise attainment in literacy and numeracy for all learners. The school can evidence progress in literacy and numeracy over time.

Analysis of IEP results per class.

Analysis of IEP results per class 2021-2022:

|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | **Set** | **Achieved** | **Percentage Achieved** |
| Blue Class | 74 | 72 | 97% |
| Purple Class | 96 | 96 | 100% |
| Orange Class | 124 | 119 | 96% |
| **Whole School Totals** | **294** | **287** | **98%** |

In 2021-2022 – 98% of pupils met their targets against an agreed whole school target of 80%. This was an increase of 4% on last year

Literacy and English

In 2021-2022 – 14 pupils were set targets and 94 were achieved with 97% success this was an increase of 1% on last year.

Health and Wellbeing

In 2021-2022- 14 pupils were set 96 targets and 96 were achieved with 100% success this was an increase of 6% on last year.

Responding to My Environment

In 2021-2022 – 14 pupils were set 101 targets and 97 were achieved with 96% success this was an increase of 4% on last year.

Analysis of IEP results per class 2022-2023:

|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | **Set** | **Achieved** | **Percentage Achieved** |
| Blue Class | 73 | 70 | 96% |
| Purple Class | 94 | 87 | 93% |
| Orange Class | 97 | 88 | 91% |
| **Whole School Totals** | **264** | **245** | **93%** |

In 2022-2023:

Literacy and English

13 pupils were set 87 targets and 81 were achieved with 93% success. This was a decrease of 4% on last year.

Health and Wellbeing

13 pupils were set 92 targets and 86 were achieved with 93% success. This was a decrease of 7% on last year.

Responding to My Environment

13 pupils were set 85 targets and 78 were achieved with 92% success. This was a decrease of 4% on last year.

Analysis of IEP results per class 2023 - 2024:

|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | **Set** | **Achieved** | **Percentage Achieved** |
| Purple Class | 96 | 93 | 96.9% |
| Orange Class | 70 | 68 | 97% |
| **Whole School Totals** | **166** | **161** | **97%** |

In 2023-2024:

Communication

8 pupils were set 58 targets and 56 were achieved with 96.6% success. This was an increase of 0.6% on last year.

Health and Wellbeing

8 pupils were set 58 targets and 56 were achieved with 96.6% success. This was an increase of 4% on last year.

Responding to My Environment

8 pupils were set 50 targets and 49 were achieved with 98% success. This was an increase of 4% on last year.

**Attainment over time – IEP results:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Set** | **Achieved** | **Percentage Achieved** |
| 2019-2020 | 255 | 223 | 87% |
| 2020-2021 | 160 | 151 | 94% |
| 2021-2022 | 294 | 287 | 98% |
| 2022-2023 | 264 | 245 | 93% |
| 2023 - 2024 | 166 | 161 | 97% |

* In 2023-2024 targets achieved increased by 4%. This is very encouraging and compares favourably with our partner school. We will continue to have a focus on the moderation of our targets next session.
* A new approach to IEP target setting has been agreed within Stanmore. We used Term 3 to continue working on previously set targets while parental consultations on the new IEP format took place.
* Leadership led change with [cfebriefing13.pdf (education.gov.scot)](https://education.gov.scot/media/grymd4ev/cfebriefing13.pdf). The multidisciplinary team reflected on the content of Briefing 13 and agreed to focus more on targeting the barriers to learning and removing the curriculum planning from the IEPs. Targets set will now involve the learner and their families from the outset as well as the multidisciplinary team. This is the same practice as used in our partner school.
* Almost all parents were then consulted and invited to meetings with leadership and representation from education and allied health to explain the rationale for change and next steps were agreed for the long term target setting together with timescales.

SQA Accreditation in the Senior Phase

All learners at Stanmore School receive their entitlement to a 3-18 coherent skills lead curriculum preparing them for life beyond school.

This session we offered a variety of 12 SQA units within Senior Phase and 39 SQA Awards were achieved. This is a 28% increase on session 2022 – 2023 which is very good because whilst accreditation increased there were 50% less pupils presented for SQA Awards. We are very proud of these results. This year a more distinct Senior Phase was established, focusing on Award accreditation. Being creative and tracking the skills developed, thereafter attributing these to a variety of other SQA’s and Wider Achievement Awards. This maximised achievement and raised attainment.

**Overall Quality of Learners’ Achievement**

* Learners are successful, confident, exercise some responsibility and contribute to the life of the school and the wider community. They have achieved a range of skills and attributes through a wide range of activities. As they move through their learning pathways, they take increasing responsibility for ensuring they continue to add value to their achievement.
* 2020 – 2021: Learners focus on 2 skills for learning, life and work per term set by class teacher.
* 2021 – 2022: Learners focus on 9 skills for learning, life and work per term. These skills are set as follows: 3 set by class teacher, 2 set by sports coach, 2 set by outdooring learning leader and 2 set by learning through play leader.
* 2022 – 2023: Learners continue to focus on 9 Skills for Learning, Life and Work per term. These skills are set as follows: 3 set by class teacher, 2 set by sports coach, 2 set by outdooring learning leader and 2 set by learning through play leader. All learners achieved all of their targets over the session and this progress is tracked within a learner’s personal skills tracker.
* Learners have the opportunity to transfer skills when planning and taking part in an annual residential trip to Sports Scotland in Inverclyde.
* The partnership between Allied Health and Education staff has an impact on learners’ engagement. This allows learners to work towards fulfilling their potential and also raises attainment and achievement for each individual.
* 2023 – 2024 – Almost all learners have worked on 9 skills per term. The skills tracker ensures breadth and continues to build the unique story of attainment for Stanmore School.

Next session Stanmore and Corseford School will follow the same process in skills development.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Art Lunch Club** | **The Ladz Group** | **Stanmore and Corseford Pen Pal Group** | **STOMPS Partnership – Young Leaders Award** | **Pupil Council** | **John Muir Award: Discovery Level** |
| **John Muir Award: Explorer Level** | **New College Lanarkshire: Expressive Arts Course** | **New College Lanarkshire: Partnership Link Course** | **Make Way for Play Award** | **Stanmore – Expressive Arts Week** | **Whole School Friday Fun Club** |
| **Barn Buddies Equine Therapy** | **Occupational Therapy** | **Beechgrove Wanderers Lunch Club** | **Looking After Me Lunch Club** | **Speech and Language Therapy** | **Enterprise Tenner Challenge** |
| **Sports Leaders UK: Young Leaders Award** | **DR Inclusive Wellbeing and Fitness** | Logo  Description automatically generated  **Wider Achievement** | | **Sports Scotland Health and Wellbeing Residential Trip** | **Woodland Trust: Green Tree Award** |
| **Whole School Events/Celebrations**  **Fundraising** | **Physiotherapy** | **Lanark Lanimers** | **After S’cool Club** | **Community Visits** | **Indepen-Dance** |
| **Music Therapy**  **Inscape Therapies** | **Kielder Residential Trip** | **Star Point School of Music** | **Duke of Edinburgh Bronze Award** | **Zoolab** |  |

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| **Wider Achievement Awards** | | |
| **Award** | **Number Presented** | **% Achieved** |
| Duke of Edinburgh Bronze | 8 | 100 |
| Woodland Trust Green Tree Schools Award – Platinum | 9 | 100 |
| Star Point School of Music | 9 | 100 |
| Heritage Hero Award | 9 | 100 |
| RSPB Bronze Award | 9 | 100 |
| Royal Horticultural Gardening Award | 9 | 100 |
| Nature Schools Award | 9 | 100 |
| NOLA | 9 | 100 |
| Partnership Link Course – New College Lanarkshire | 3 | 100 |
| Kielder Residential | 3 | 100 |
| Lanark Lanimers Participation | 9 | 100 |
| Music Therapy. Inscape Therapies | 9 | 100 |
| RRSA Award | 9 | 100 |
| ECO Schools : Greenflag Award | 9 | 100 |

**Celebrating Success**

* We celebrate all successes with our school community in a variety of ways, for example:

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| Class reward system |
| Whole school reward points system and weekly trophy |
| Certificates |
| Wider achievement awards |
| School and Capability Scotland social media platforms |
| Class Newsletters |
| End of term newsletters |
| Termly IEP reports |
| Annual Review Report and Meeting |
| Parental Meetings |
| Showcase Events |
| Celebration of Learning Assemblies |
| Lanimers |
| Summer Awards and Achievements Ceremony |
| Community Partnership Success Sharing |
| Snapshots |

**Equity for all Learners**

* The school has effective systems in place to promote equity of success and achievement for all children and young people. They have raised the attainment of all learners. All young people leaving Stanmore House School do so with a detailed skills profile that will support them in life beyond school. All learners consistently move into relevant positive destinations when they leave school. The transition process provides a choice of experiences to ensure that school leavers can make informed choices with the support of their family.

**Positive Destinations - Post School Data**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Post School Pathway | Sustainable Destination | Positive Destination | Total % of Positive Transitions |
| 2020 |  |  |  | **75%** |
| Leaver A | Adult Care Provision |  | X |  |
| Leaver B | Life Skills Provision |  |  |  |
| Leaver C | Life Skills Provision |  |  |  |
| 2021 |  |  |  | **100%** |
| Leaver A | Adult Care Provision |  |  |  |
| Leaver B | Life Skills Provision |  |  |  |
| 2022 |  |  |  | **100%** |
| Leaver A\* | Life Skills Provision |  |  |  |
| Leaver B\* | Further Education |  |  |  |
| 2023 |  |  |  | 100% |
| Leaver A | Adult Care Provision | ✓ | ✓ |  |
| Leaver B | Adult Care Provision | ✓ | ✓ |  |
| Leaver C | Further Education | ✓ | ✓ |  |
| 2024 |  |  |  | 100% |
| Leaver A | Life Skills Provision | ✓ | ✓ |  |
| Leaver B | Life Skills Provision/Further Education | ✓ | ✓ |  |
| Leaver C | Community Engagement with PAs | ✓ | ✓ |  |

**The attainment and achievements of each pupil at Stanmore are captured within their own unique story. This information is gathered by the multidisciplinary team and individual stories are created. Stories are shared with each pupil and their family at the end of the academic year. Success is celebrated at our Summer Assembly.**

Next Steps

* **To continue to raise attainment by maximising accreditation through wider achievement**
* Continue to capture the unique attainment and achievement story for Stanmore House School (see evidence folders QI 3.2)

**Stanmore Staff – 2023 – 2024**

The multidisciplinary team within Stanmore are highly skilled and we ensure that there are opportunities for career long professional learning.  All staff complete mandatory online training to ensure the highest standard of health and care needs are provided. In 2023 – 2024 additional training offered has been:

* NSPCC Child Protection Training
* Effective Support and Supervision Training
* Talking Mats Training
* Unicef Rights Respecting Schools Training
* First Aid at Work Training
* Emergency First Aid
* Link Worker Training
* Switch Skills Training
* Duke of Edinburgh
* Itrent training
* OT Play Conference
* Cerebral Palsy Scotland – Working Towards Continence and Toilet Training
* Poolside Training
* In pool training
* Mental Health First Aid

This has built capacity in all staff and positively impacted the quality of learning and teaching and attainment and achievement

Staff also attend seminars and conferences relevant to their discipline – this ensures that skills and understanding are current and best practice followed.

The Senior Leadership team has worked closely with the QIO on a Leadership programme which has had a positive impact on Leadership across the school.

The Head Teacher has also participated in Capability Scotland’s Leadership Development Programme alongside the other Senior Leaders and Executive Team and this has supported the schools to align with the values of whole organisation

**Improvement Plan 2024 - 2025**

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| **National Improvement Framework Priorities** | **Key Drivers of Improvement** | **How Good Is Our School?** |
| Key priorities of the National Improvement Framework  1. Improvement in attainment, particularly in literacy and numeracy;  2. Closing the attainment gap between the most and least disadvantaged children;  3. Improvement in children and young people’s health and wellbeing  4. Improvement in employability skills and sustained, positive school leaver destinations for all young people | 2019 National Improvement Framework and Improvement Plan - gov.scot | A chart with text on it  Description automatically generated |

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| **Improvement Plan priorities for session 2024—2025** |

The priority may read:

* To work collaboratively across Stanmore and Corseford school with a focus on improving QI 2.3 to raise attainment and achievement