

# CONNOLLY SCHOOL CAMPUS

## SELF-EVALUATION SUMMARY

Latest update: June 2023

Vision, Values & Aims	Trust - Kindness - Respect - Partnership – Achievement
<p style="text-align: center;"><b>CSC Vision</b></p> <ul style="list-style-type: none"> <li>• Respect ourselves</li> <li>• Respect other people</li> <li>• Care for each other</li> <li>• Respect our learning environment</li> <li>• Work together to learn and share ideas</li> <li>• Question and challenge</li> <li>• Regularly review our progress together along with parents/carers</li> <li>• Always aim for the absolute best</li> </ul>	<p style="text-align: center;"><b>CSC Aims</b></p> <ul style="list-style-type: none"> <li>• to support individual pupils in developing (and continually reviewing) their chosen strategies</li> <li>• through a holistic approach, we aim to support each individuals personal attainment</li> <li>• to get to know each child individually and develop a trusting, respectful relationship</li> <li>• to ensure that all staff have a secure knowledge and understanding of how experiences affect children in different ways</li> <li>• to offer an awareness of the pathways available to all pupils future job/employment opportunities</li> <li>• to provide a wide variety of essential life skills for all our young people</li> <li>• to ensure the safety of children, staff and the environment (inside and outside)</li> </ul>
<p><b>Context of the school:</b> Connolly School Campus is a school for children with significant Social, Emotional and Behavioural Needs for a maximum of 24 pupils from across West Lothian and is part of the Inclusion and Support Service. All pupils are provided with transport to school. Some facilities are shared with our neighbouring school Our Lady of Lourdes Primary school e.g. PE hall and lunch hall. The service is led by a Head Teacher and three Depute Head Teachers who oversee the three strands of our service model: Connolly School Campus, IWS Early Intervention Teams and IWS Secondary. The service consists of 68 multi-skilled practitioners who work across all 68 primary schools and 11 secondary schools in West Lothian along with our own specialist centre at Connolly School Campus and our Skills Centre. The service supports over 600 children with a wide range of additional support needs from 0-18 including: sensory needs; autistic spectrum needs; social, emotional and/or emotional needs; attention deficit and hyperactivity needs; mental health needs; interrupted learning issues; looked after children and children and young people with learning needs. The approach of the Inclusion and Wellbeing Service promotes the ‘presumption of mainstream’ as well as supporting children and young people who require a more therapeutic approach to their wellbeing.</p> <p>CSC has 4 classes, each with a teacher, and there are 9 advanced Pupil Support Workers who support pupils at class, group and individual level. The Leadership team comprises the Head Teacher, Acting Depute Head teacher and acting principal teacher- this leadership team changed in October 2022 when the Head Teacher returned from a seconded position within WLC. The school works hard to promote the principals of GIRFEC and maintains close links with parents, mainstream schools.</p>	

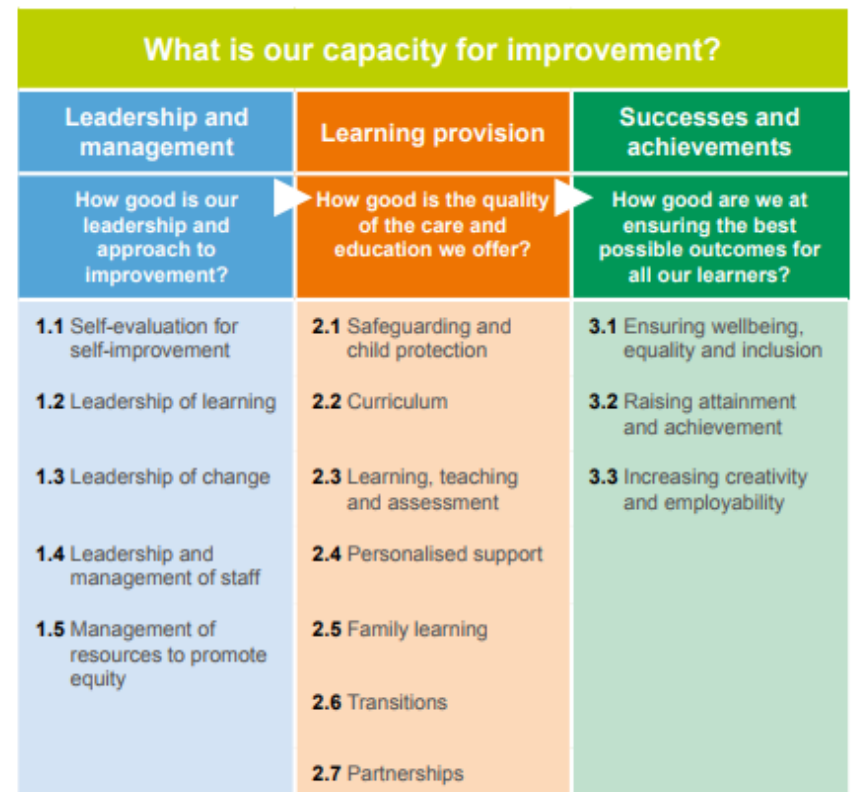
## SELF-EVALUATION PLAN OVERVIEW

**“We make effective use of all 15 QIs over a 3-5 year period, through a comprehensive self-evaluation plan which enables us to measure achievement of targets”**

- Continue to self-evaluate against QI 1.3, 2.3, 3.1, 2.3 annually – aspects of professional learning of these QIs is supported by the MFIL working groups
- Continue to evaluate against QI 2.2 Curriculum pathways theme & 2.7 Partnerships impact theme annually – although it would be highly recommended that schools look at all themes within these QIs
- 2.1 Safeguarding & Child Protection is ongoing with professional learning delivered through annual update training
- Professional learning in 2.4 Personalised Support is delivered through LAC/GIRFEC/HWB training
- IWB is developing aspects of transition for ASN

	Session 2017/18	Session 2018/19	Session 2019/20	Session 2020/21	Session 2021/2022	Session 2022/2023
1.1		*				
1.2	*					
1.4						
1.5						
2.2 (All)						
2.4						*
2.5				*		
2.6					*	
2.7 (All)						
3.3			*			

- 2.5 Family Learning is being developed through the Family Learning Steering Group
- Indicate below your plan to make effective use of the other QIs over a 3 – 5
- \* indicates this may be the focus for the WLC Leadership meetings



Quality Indicators	How well are you doing?	How do you know?	<i>This section indicates the connection between your self-evaluation and school improvement priorities</i>	
	What's working well for your learners?	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 (if any)? Remember that some of this section will be copied into your SIP as indicated in the next column	Link to SIP  (only tick if relevant and will appear in next sessions' SIP)
<b>1.3 Leadership of Change</b>				
<b>Evaluation: Good</b>				
Developing a shared vision, values and aims relevant to the school and its community	<ul style="list-style-type: none"> <li>• <b>There is a shared vision throughout the school community of high standards and expectation of all.</b></li> <li>• <b>Staff, parent and pupil agency developed through GIRFEC processes to ensure shared vision, values and aims.</b></li> <li>• <b>Almost all staff have a strong understanding of the vision for individual pupil learner journeys.</b></li> <li>• <b>All staff have an understanding of the socio-economic context of the school community and plan for supports to minimise barriers to learning and achievement.</b></li> <li>• <b>Family learning opportunities have been developed to enhance relationships and parent voice.</b></li> <li>• <b>Planning and developing learning opportunities through agile learning to maximise engagement.</b></li> <li>• <b>Staff meeting arrangements – whole school team, support staff, class teachers</b></li> </ul>	<ul style="list-style-type: none"> <li>• Staff training and implementation of Positive Response Plans.</li> <li>• Almost all learners and families are able to discuss the vision of our school and how we collaborate to achieve success.</li> <li>• Planning, teaching and monitoring which is developed to target pupil needs, strengths and targets.</li> <li>• Developed work with Art Therapy to target key individuals who are going through transition into Connolly, leaving Connolly or at home. Report created to convey high attendance and level of engagement.</li> <li>• DHT undertaking Middle Leadership Masters Course- Building Capacity and Creating a Culture of Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum refresh to support new learner cohort, families and change in need</li> <li>• Amalgamation of Early Intervention Team and Connolly School Campus to create single primary team</li> <li>• Revisit vision, values and aims which reflect single primary team</li> <li>• Professional learning programme to be formed based on staff feedback questionnaires</li> <li>• Repurpose of school spaces to support sensory and developmental needs of younger pupils and curriculum development</li> <li>• Introduce Support for Learning Teacher, to upskill staff and parents/carers in targeted literacy areas</li> </ul>	<input type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input checked="" type="checkbox"/> HWB <input checked="" type="checkbox"/> Closing the Gap <input type="checkbox"/> Employability

	<p><b>and cross-service are developing the team's knowledge of our strengths and areas for development, and how we action improvement.</b></p>	<ul style="list-style-type: none"> <li>Classes renamed and moved to support learner self-esteem, regulation and groupings</li> </ul>		
Strategic planning for continuous improvement	<ul style="list-style-type: none"> <li><b>Staff are becoming more able to use evidence to identify school strengths and areas for development</b></li> <li><b>Staff responsible for planning and adapting individual learner journeys and learning to collate data reflecting progress</b></li> <li><b>Teaching staff continue to reflect on shared values embedded in GTC standards through PRD process</b></li> <li><b>Increased engagement by teaching and support staff with wider agencies who can support families</b></li> </ul>	<ul style="list-style-type: none"> <li>Whole team staff huddles</li> <li>Ethos surveys</li> <li>Family engagement sessions</li> <li>ISS parental sessions</li> <li>WTA to include staff dialogue</li> <li>New staff to inform through evaluative statements</li> <li>Shared partnership working with ISS Social Policy, Mainstream schools and national partners (SBC, South Lanarkshire, FVWLRIC)</li> <li>Positive Response Plan training</li> <li>CSI training for all staff</li> <li>CSI check-ins for all staff</li> <li>Staff buddying for new team members</li> <li>Shadowing introduction processes</li> </ul>	<ul style="list-style-type: none"> <li>Support for Learning teacher building capacity of staff in literacy</li> <li>SEAL focus for full service</li> <li>Re-focus PPAS as amalgamated primary team</li> <li>Joint planning targeting pupils who require bespoke learning model</li> <li>completed for all staff</li> <li>Class teacher lead identified for Pupil Voice</li> <li>Class teacher lead identified for PPAS</li> <li>Class teacher lead identified for Play Pedagogy to target gaps in social skills in younger pupils</li> </ul>	<input checked="" type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> HWB <input checked="" type="checkbox"/> Closing the Gap <input checked="" type="checkbox"/> Employability
Implementing improvement and change	<ul style="list-style-type: none"> <li><b>Creativity and adaptability have been drivers for improvement and change due to the level of support required for learners transitioning to the school from mainstream settings.</b></li> <li><b>Almost all staff are able to discuss and identify the impact of interventions and supports for pupils and families.</b></li> </ul>	<ul style="list-style-type: none"> <li>Evaluative processes used with planning, teaching and assessing</li> <li>PRD sessions held annually for teachers and APSWs</li> <li>Weekly teacher meetings and APSW meetings – with agendas and minutes</li> </ul>	<ul style="list-style-type: none"> <li>Introduce whole service pedagogy group focused on high quality learning and teaching</li> <li>Upskill all staff in learning and teaching of numeracy</li> <li>Staff skillset developed around pupil profile – mainstream ready, bespoke</li> </ul>	<input checked="" type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input checked="" type="checkbox"/> HWB <input type="checkbox"/> Closing the Gap <input type="checkbox"/> Employability

		<p>kept that are shared with all.</p> <ul style="list-style-type: none"><li>• Termly, whole team teaching and learning meetings.</li><li>• 1:1 meeting for all staff members</li><li>• Staff continue to be aware of NIF and the impact on our whole school approach</li><li>• Professional Reading - IDL</li><li>• Individual class teams developed areas within the school</li></ul>	class, bespoke individual	
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Quality Indicators	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 (if any)? Remember that some of this section will be copied into your SIP as indicated in the next column	Link to SIP  (only tick if relevant and will appear in next sessions' SIP)
<b>2.3 Learning, Teaching and Assessment</b> <b>Evaluation: <span style="background-color: yellow;">Good</span></b>				
Learning and engagement	<ul style="list-style-type: none"> <li>• <b>There is a culture of high expectations and most learners are engaged</b></li> <li>• <b>We have a safe and nurturing school in a culture of high expectation where all pupils are encouraged to fulfil their potential</b></li> <li>• <b>A wide range of learning experiences are offered within and out with school</b></li> </ul>	<ul style="list-style-type: none"> <li>• Health and Wellbeing Champ leading assemblies and whole school projects</li> <li>• Positive engagement and impact on behaviour with significant reduction in severe incidents in the school building (SPHERA analysis –</li> <li>• Positive ethos of learning</li> <li>• Necessity of routine, structure and boundaries</li> <li>• Pupil participation and reflection</li> <li>• Introduction of 'Fix It Folder' in all classes. Class teams leading on restorative conversations</li> <li>• Pupils feedback – ethos surveys, life grids, assemblies, focus weeks and passports</li> <li>• Assembly rewards, focused on Four Capacities</li> <li>• Morning routine – soft start – adapted for individual learners</li> <li>• Check-in, wake and shake,</li> <li>• Pupil passport target setting, reviews and meetings with parents</li> <li>• Examples of quality lessons observed by SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson and evaluation toolkit to be developed and implemented</li> <li>• Target individuals to be supported through primary team lead curricular groups, alongside mainstream peers</li> <li>• Increased access to class for individuals accessing bespoke packages</li> <li>• Refresh PPAS approach with amalgamated primary team</li> </ul>	<input type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> HWB <input type="checkbox"/> Closing the Gap <input type="checkbox"/> Employability

		<ul style="list-style-type: none"> <li>• Shared practice visits as part of PPAS journey</li> <li>• Peer observations reintroduced</li> <li>• SLT learner walks</li> <li>• Partnership with ASN QIO</li> <li>• Network developed with ASN cluster colleagues</li> <li>• Staff attending ASN cluster meetings</li> <li>• Staff member attended ITAKOM conference</li> <li>• 2 learners transitioning to mainstream this year. 1 onto mainstream high school.</li> <li>•</li> </ul>		
Quality of teaching	<ul style="list-style-type: none"> <li>• <b>The quality of teaching is good and in some cases very good. It is underpinned by current theory and good practice</b></li> <li>• <b>The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.</b></li> <li>• <b>Learning is enriched by monthly whole school planning, learning and teaching meetings</b></li> </ul>	<ul style="list-style-type: none"> <li>• Knowing expectations, self – evaluation</li> <li>• High participation</li> <li>• Less disengagement and work avoidance</li> <li>• Use of spaces throughout school as therapeutic supports to ensure pupils have the best opportunities to be ready to learn</li> <li>• 5 and 10 Minute Box</li> <li>• Maths Recovery baseline assessment programme shared with all staff to enable all to conduct</li> <li>• Improved confidence, assessments of progress each term</li> <li>• Improved relationships through GIRFEC processes, adapted timetable/enhanced supported transitions</li> <li>• Adaptation of approach – PPAS class, bespoke class, bespoke individuals</li> <li>• Evaluation of planning informs next steps in teaching</li> <li>• In-house promethean</li> </ul>	<ul style="list-style-type: none"> <li>• PSW training for 10 minute box</li> <li>• Work towards service Digital Schools Award</li> <li>• Work towards RRSA Silver Award</li> <li>• Further develop partnerships to support wider achievement in DYW and across the curriculum</li> </ul>	<input type="checkbox"/> Raising Attain <input checked="" type="checkbox"/> Literacy <input checked="" type="checkbox"/> Numeracy <input type="checkbox"/> HWB <input type="checkbox"/> Closing the Gap <input type="checkbox"/> Employability

		<ul style="list-style-type: none"> <li>training.</li> <li>All classes fitted with promethean and all using as key teaching tool, across the curriculum</li> </ul>		
Effective use of assessment	<ul style="list-style-type: none"> <li><b>Assessment is becoming more consistent, regular and integral to planning and transitions</b></li> <li><b>Formative and summative assessment is used to inform pupils, parents/carers and staff of pupil strengths and next steps</b></li> <li><b>Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>Pupil engagement</li> <li>Daily impact</li> <li>Daily Huddle updates</li> <li>Class team meetings with identified student focus</li> <li>End of day/morning de-briefs</li> <li>Regular progress class teacher and APSW meetings</li> <li>LI and SC used In all lessons – appropriate to learner and context</li> <li>AiFL assessment approaches</li> <li>Oral feedback</li> <li>Writing – evaluative and personalised feedback</li> <li>Pupil Passport</li> <li>Positive Recognition Boards</li> <li>Summative assessments – including GL suite</li> <li>Introduction of SEESAW to mark regular achievements of pupils for parents, carers and pupils</li> </ul>	<ul style="list-style-type: none"> <li>Adapted tracking and monitoring system to reflect wider achievements of pupils</li> <li>Seesaw to be embedded in all classes</li> <li>Pupils to begin self-recording on SEESAW</li> <li>Curriculum refresh to inform assessment approaches for pupils in PPAS classes, bespoke classes and bespoke packages</li> </ul>	<input checked="" type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> HWB <input checked="" type="checkbox"/> Closing the Gap <input type="checkbox"/> Employability
Planning, tracking and monitoring	<ul style="list-style-type: none"> <li><b>Learners are involved in their learning leadership roles, focus weeks and pupil voice</b></li> <li><b>Staff are working to ensure that children know the purpose of their learning and to involve learners in self-evaluation of their progress</b></li> <li><b>Learners' progress is monitored formatively and summatively to meet individual needs</b></li> </ul>	<ul style="list-style-type: none"> <li>Informs next steps</li> <li>Ensures breadth and balance</li> <li>Transitions between classes or next stage</li> <li>Planning for individual pupils – Maths Recovery, writing and reading</li> <li>Tracking using experiences and outcomes has been successful using a new format (digitally recorded)</li> <li>Pupil self – assessment</li> </ul>	<ul style="list-style-type: none"> <li>Support for Learning teacher to collaborate with class teams to inform interventions and pupil targets, specifically in area of literacy</li> <li>Maths Recovery and SEAL to be implemented by all practitioners, consistently across primary team</li> <li>Assessment suite to</li> </ul>	<input checked="" type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input checked="" type="checkbox"/> HWB <input checked="" type="checkbox"/> Closing the Gap <input type="checkbox"/> Employability



		<p>to continue using SEESAW</p> <ul style="list-style-type: none"><li>• Quality assurance reflected positively on the tracking and monitoring within CSC</li><li>• HGIOS termly meetings to target/record progress</li></ul>	<p>be further developed to ensure robust evidence for all pupils</p>	
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<b>3.1 Ensuring wellbeing, equality and inclusion</b> Evaluation: <b>Very Good</b>				
Wellbeing	<ul style="list-style-type: none"> <li>• <b>Relationships within Connolly are key; they underpin the ethos and security for all learners.</b></li> <li>• <b>All staff and pupils and some parents have a knowledge and understanding of the wellbeing indicators</b></li> <li>• <b>Knowledge, understanding and application of GIRFEC processes</b></li> <li>• <b>Knowledge of individual pupils' circumstances, needs, family situations</b></li> <li>• <b>Our school community places high importance on the dignity and worth of each individual</b></li> <li>• <b>Strategies for dealing with behaviour are positive and effective. Staff are proactive in promoting positive relationships across all school contexts</b></li> </ul>	<ul style="list-style-type: none"> <li>• Promoted throughout the school, permeates ethos teaching and learning</li> <li>• Children aware of indicators and principles and able to talk about it</li> <li>• Wellbeing Hub created for parents and pupils</li> <li>• Individual reflections for Passport meetings</li> <li>• Evidence on achievement wall in classrooms</li> <li>• Staff awareness of all pupils needs through huddle, professional dialogue, regular parent contact, emails</li> <li>• Pastoral Notes, Seemis, communication diaries, phone calls</li> <li>• ISS Social Policy team meetings enable us to discuss and prioritise support for key individuals and families</li> <li>• WRG Education representative informs knowledge of SLT about supports and</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop school spaces into focused therapeutic areas</li> <li>• Continue to use ASN Risk Matrix to inform planning and therapeutic interventions</li> <li>• Further develop parent/carer engagement/learning sessions</li> <li>• Increased planned Pupil Voice activity through the use of HGIOurs</li> <li>• SHANARRI shared in assemblies</li> <li>• Highlight SEESAW each term</li> </ul>	<input type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input checked="" type="checkbox"/> HWB <input type="checkbox"/> Closing the Gap <input type="checkbox"/> Employability

		<p>need at an authority level</p> <ul style="list-style-type: none"> <li>• Sharing of information</li> <li>• Identified individual targets</li> <li>• Shared responsibility across practitioners in class teams</li> <li>• Community skills</li> <li>• Multi-agency working CPMs, phonecalls, emails, report writing</li> <li>• PPAS emails – updating all mainstream schools with detailed information regarding pupils on a weekly basis</li> <li>• Visiting partners – SLT, ISS Social Policy, Youth Action, Skills Centre, Art Therapist, YMI, Child Smile, The Larder, Geocaching, Xcite Bathgate and 5 Sisters Zoo, Almond Valley, Planet Soccer, WL Youth Foundation, Blackburn United Football Club, Boghall Community Centre and Foodbank</li> <li>• Building confidence with individual children, resilience, relationships with staff and pupils.</li> <li>• Links with mainstream schools – good practice visits, supported PPAS sessions, training</li> <li>• Local community facilities, shops, park, library</li> </ul>		
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<p>Fulfilment of statutory duties</p>	<ul style="list-style-type: none"> <li>• <b>Staff engage in regular professional learning to ensure they are up to date with legislation affecting wellbeing</b></li> <li>• <b>Staff are proactive in promoting positive relationships across the school</b></li> <li>• <b>Staff understand they have a responsibility for the wellbeing of all pupils</b></li> <li>• <b>Open, honesty, trustworthy culture of information sharing with key people to ensure we are making adaptations for our children and families</b></li> </ul>	<ul style="list-style-type: none"> <li>• 'Relationships' policy in place</li> <li>• Fix It Folder promoting staff and parent capacity with restorative processes.</li> <li>• Notable increase in pupils managing to engage with restorative processes</li> <li>• All children are asked to contribute to their evaluation Pupil Passports.</li> <li>• Ethos surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Refresh Relationships policy</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Raising Attain</li> <li><input type="checkbox"/> Literacy</li> <li><input type="checkbox"/> Numeracy</li> <li><input checked="" type="checkbox"/> HWB</li> <li><input type="checkbox"/> Closing the Gap</li> <li><input type="checkbox"/> Employability</li> </ul>
<p>Inclusion and equality</p>	<ul style="list-style-type: none"> <li>• <b>Pupils are active participants in discussions and decisions which may affect them</b></li> <li>• <b>Staff are committed to inclusion and equality to improve outcomes for all pupils</b></li> <li>• <b>There are effective strategies in place which are improving attainment and achievement for pupils despite the challenges they face</b></li> </ul>	<ul style="list-style-type: none"> <li>• Collective responsibility</li> <li>• Playground responsibility</li> <li>• Use of bubble time, respectful of crisis situations, restorative approaches to conflict</li> <li>• Pupil Voice</li> <li>• Assemblies</li> <li>• Partners supporting therapeutic interventions (YMI, art therapy) and gathering data to inform progress and next steps dialogue</li> <li>• Outdoor spaces in school being used effectively to support high quality learning and teaching for pupils with significant struggles to manage learning indoors</li> <li>• Daily diary adapted to be relevant for</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop the playground and garden</li> <li>• Relationship policy and procedures shared with new staff and pupils through policy and diary</li> <li>• Continue to develop and empower the pupil voice</li> <li>• First Ministers Reading Challenge across IWS</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Raising Attain</li> <li><input type="checkbox"/> Literacy</li> <li><input type="checkbox"/> Numeracy</li> <li><input checked="" type="checkbox"/> HWB</li> <li><input type="checkbox"/> Closing the Gap</li> <li><input type="checkbox"/> Employability</li> </ul>

Quality Indicators	<ul style="list-style-type: none"> <li>• How well are you doing?</li> <li>• What's working well for your learners?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you know?</li> <li>• What evidence do you have of positive impact on learners?</li> </ul>	<ul style="list-style-type: none"> <li>• What are you going to do now?</li> <li>• What are your improvement priorities in this area (if any)? Remember that some of this section will be copied into your SIP as indicated in the next column</li> </ul>	<b>Link to SIP</b> (only tick if relevant and will appear in next sessions' SIP)
<b>3.2 Raising attainment and achievement</b> <b>Evaluation: <span style="background-color: yellow;">Good</span></b>				
Attainment over time	<ul style="list-style-type: none"> <li>• <b>Almost all pupils make good progress from their previous levels of literacy and numeracy at mainstream school and attainment has been raised</b></li> <li>• <b>Pupils attend and are engaged in school learning both inside and outside classrooms</b></li> <li>• <b>All staff members are ambitious for learners and have high standards for all to engage.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pupil perseverance and resilience</li> <li>• Social skills, life skills, behaviour expectations within different contexts</li> <li>• Transition between classes</li> <li>• Pupil awareness of strengths and next steps</li> <li>• Pupils being able to discuss learning and key achievements</li> <li>• Parental involvement in learning and progress</li> <li>• Quality Assurance Assessment</li> <li>• Sharing of achievement in assembly</li> <li>• Attainment meetings</li> <li>• Pupil Passport assessment</li> <li>• SEESAW</li> <li>• Formative and summative assessment</li> <li>• Quality Records of achievement</li> <li>• Achievement celebrated in class and wider school</li> <li>• Highly successful awards ceremony</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to track and monitor using progression pathways</li> <li>• Increase opportunities for moderation with cluster colleagues/mainstream colleagues to discuss progress and data</li> </ul>	<input type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> HWB <input type="checkbox"/> Closing the Gap <input type="checkbox"/> Employability

Overall quality of learners' achievement	<ul style="list-style-type: none"> <li>• <b>Ensuring our learners are personally and socially adept is a priority for Connolly and links with our Health and Wellbeing ethos</b></li> <li>• <b>Almost all of our children contribute fully to the life of the school. They have achieved a range of skills and attributes though a wide variety of activities</b></li> </ul>	<ul style="list-style-type: none"> <li>• PPAS – 2 pupils accessing mainstream school full-time, 1 pupil accessing mainstream high school</li> <li>• Links with mainstream schools</li> <li>• Positive feedback from pupils who transitioned to high school last year</li> <li>• Transition plans – mainstream and Skills Centre</li> <li>• Links with Skill Centre and Early Intervention Team</li> <li>• Close links established with neighbouring schools and collaborative activities</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance pupil access to mainstream schools through refresh of PPAS</li> <li>• DYW focus on workplace inspiration visits</li> <li>• Introduce metaskills across the curriculum</li> </ul>	<input type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> HWB <input type="checkbox"/> Closing the Gap <input type="checkbox"/> Employability
Attainment in literacy and numeracy	<ul style="list-style-type: none"> <li>• <b>Raising attainment in literacy and numeracy through family learning, termly planning meetings, focus weeks/events and collaborative planning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Connolly Cuisine</li> <li>• Children in Need, Christmas Fayre, Family events, Awards Ceremony</li> <li>• Structures, routines and boundaries regular focus to ensure environment is enabling pupils to be ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Continues focus on reducing the cost of the school day</li> <li>• Further develop family learning opportunities, for all pupils</li> <li>• Enhanced planning for bespoke learners to ensure clear links and progress for literacy and numeracy</li> </ul>	<input type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> HWB <input type="checkbox"/> Closing the Gap <input type="checkbox"/> Employability
Equity for all learners	<ul style="list-style-type: none"> <li>• <b>Promotion of equity of success to help raise attainment</b></li> <li>• <b>School arrangements for inclusion are wide ranging and minimise barriers to learning where possible</b></li> <li>• <b>Some of our pupils move back to mainstream education during their</b></li> </ul>	<ul style="list-style-type: none"> <li>• Planet Soccer, Active Schools coordinator, WL Youth Foundation, Blackburn United FC, OLOL gym facilities,</li> <li>• Pupil Voice through Life grids, Passports and CPMs</li> <li>• Educational plan within local community</li> <li>• Adapted timetable for</li> </ul>	<ul style="list-style-type: none"> <li>• Develop primary team groups which will upscale opportunities for pupils to develop life skills</li> <li>• Work closely with mainstream schools to enhance pupil PPAS experience and ensure our planning and support informs pupil transition</li> </ul>	<input type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> HWB <input type="checkbox"/> Closing the Gap <input type="checkbox"/> Employability

	<b>primary years and others transition to secondary education having experienced part time placement at mainstream primary school. Others are allocated special secondary education according to their needs.</b>	individual pupils <ul style="list-style-type: none"><li>• Educational Psychology service link – P7 transition plans and target pupil discussions</li></ul>		
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Quality Indicators	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 (if any)? Remember that some of this section will be copied into your SIP as indicated in the next column	Link to SIP  (only tick if relevant and will appear in next sessions' SIP)
<b>2.6 Transitions</b> <b>Evaluation: Very Good</b>				
Arrangements to support learners and their families z	<ul style="list-style-type: none"> <li>• Outreach teachers supporting new pupils transitioning to Connolly</li> <li>• Individual transport arrangements made to support children struggling with taxis</li> <li>• Regular dialogue between home and school to discuss pupil need and developments at key transition points</li> <li>• Links with mainstream schools and thorough planning in place to support PPAS</li> <li>• Regular, robust, updates to mainstream schools</li> <li>• Daily diary updates, now including qualitative comments to support parents</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils transitioning to mainstream school full-time</li> <li>• Pupil attendance</li> <li>• Pupil engagement</li> <li>• Family feedback and engagement with family learning and engagement sessions</li> <li>• Lifegrids/Passports/CP M feedback and dialogue</li> <li>• Attainment gap closing for almost all pupils, in comparison to mainstream level</li> <li>• Parents proactively engaging in discussion, requests for support and dialogue with key staff teams</li> </ul>	<ul style="list-style-type: none"> <li>• Develop transition process for those moving to Connolly, ISS Primary Team</li> <li>• Develop Partnership Planning Event with refreshed partners and particular focus on mainstream colleagues</li> </ul>	<input type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> HWB <input checked="" type="checkbox"/> Closing the Gap <input checked="" type="checkbox"/> Employability
Collaborative planning and delivery	<ul style="list-style-type: none"> <li>• ISS highly involved in CAST processes</li> <li>• Highly effective links between mainstream high schools and Skills Centre to support transitions</li> <li>• Regular discussion between team around child to maximise PPAS opportunities</li> <li>• Good practice visits to ensure planning, strategies, environment and routines are reflected in mainstream environment</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil placement and successful transition to secondary and return to mainstream</li> <li>• Smooth transitions/well-managed at times of challenge for key pupils/families</li> <li>• Mainstream environments/colleagues enhanced and</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance PPAS opportunities for pupils, when ready</li> <li>• Continue to develop link with all mainstream schools</li> <li>• Continue to develop link with OLOL for community learning opportunities</li> </ul>	<input type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> HWB <input checked="" type="checkbox"/> Closing the Gap <input checked="" type="checkbox"/> Employability



		effectively supporting pupils during PPAS		
z Continuity and progression in learning	<ul style="list-style-type: none"> <li>• <b>Almost all children can discuss connections in meaningful, real-life learning opportunities</b></li> <li>• <b>Staff are planning effective and progressive learning opportunities which are encouraging relevant progress for learners, across the curriculum</b></li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative planning between teachers</li> <li>• Termly whole staff planning, learning and teaching meetings to plan effective and relevant topical events</li> <li>• Agile learning planning format developed for key targeted pupils to ensure all adults working with child are knowledgeable of progress and next steps</li> <li>• IDL planners</li> <li>• WLCFM planning hub</li> <li>• Tracking and Monitoring</li> <li>• Assemblies</li> <li>• Whole school events</li> <li>• DYW visits</li> <li>• Identified partners who are relevant and impactful</li> </ul>	<ul style="list-style-type: none"> <li>• Develop staff knowledge and implementation of meta skills</li> <li>• Develop staff use and knowledge of Tracking and Monitoring and data</li> <li>• Introduce weekly learning and teaching huddle to discuss curriculum links and progress</li> </ul>	<input type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> HWB <input checked="" type="checkbox"/> Closing the Gap <input checked="" type="checkbox"/> Employability

2.7 Partnerships Evaluation: Good				
The development and promotion of partnerships	<ul style="list-style-type: none"> <li>Partnership working is developing to put learners at the heart of our values, vision and aims.</li> <li>We have a clear strategy for growing our existing partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Police contacts made</li> <li>Staff member trained on Creating Confident Kids</li> <li>Successful CAB</li> <li>Encouraging parents to support literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Development of relationships with all current stakeholders including</li> <li>Develop new relationships with Oatridge College, WL College, Bathgate Fire Station, Amazon, Crispy Crème, Dog's Trust, SSPCA, Police Scotland etc.</li> <li>Develop informal parental sessions through drop in sessions</li> </ul>	<input type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input checked="" type="checkbox"/> HWB <input type="checkbox"/> Closing the Gap <input checked="" type="checkbox"/> Employability
Collaborative learning and improvement	<ul style="list-style-type: none"> <li>We undertake joint professional learning and share expertise so that we can</li> <li>Partnership working with Social Work, Health, Police, Barnardo's, CYPT and Parents allows strong support for our young learners and promotes inclusion</li> </ul>	<ul style="list-style-type: none"> <li>CPM's, Passport meetings, phone calls and emails support our young people through GIRFEC</li> <li>DYW development post</li> </ul>	<ul style="list-style-type: none"> <li>Continue to forge strong links with all partners and encourage new links as the year progresses</li> <li>Practitioner enquiries</li> </ul>	<input type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input checked="" type="checkbox"/> HWB <input type="checkbox"/> Closing the Gap <input type="checkbox"/> Employability
Impact on Learners	<ul style="list-style-type: none"> <li>Parental engagement encouraged through our commitment to variety of events and diligence with parental contact</li> </ul>	<ul style="list-style-type: none"> <li>Phone call invitation to parents</li> <li>Christmas Fayre</li> <li>Sharing the Learning</li> <li>Pupil passport focus on parental engagement</li> <li>Enjoyment of areas in community: 5 Sisters Zoo, Beecraigs, Mill Farm, Polkemmet, Blaebury Woods, Risk Factory, Soft Play, Cinema</li> </ul>	<ul style="list-style-type: none"> <li>Focus on sustainable positive destinations through our young work force initiative</li> <li>Continue to raise attainment through a focus on parental engagement</li> </ul>	<input checked="" type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> HWB <input type="checkbox"/> Closing the Gap <input checked="" type="checkbox"/> Employability

Quality Indicators	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 (if any)? Remember that some of this section will be copied into your SIP as indicated in the next column	Link to SIP  (only tick if relevant and will appear in next sessions' SIP)
<b>2.1 Safeguarding and Child Protection</b> <b>Evaluation: Very Good</b>				
<b>Arrangements for safe guarding including Child Protection</b>	<ul style="list-style-type: none"> <li>We have clear, appropriate and up-to-date policies and procedures in place to ensure the safeguarding of children and young people including child protection</li> <li>Approaches to safeguarding and child protection are an important part of our self-evaluation and improvement activities.</li> </ul>	<ul style="list-style-type: none"> <li>Paperwork completed</li> <li>Paperwork stored securely and sensitive information shared with relevant staff</li> <li>SEEMIS updated</li> <li>Safe environment for child</li> <li>Professionals working together</li> <li>Trusted relationships between staff and pupils Training carried out annually</li> <li>Staff make regular contact with Social Work and outside agencies were appropriate</li> <li>GIRFEC Well-being concern forms completed</li> <li>Children's complaints to be taken seriously and acted upon</li> </ul>	<ul style="list-style-type: none"> <li>Clear expectations and use of well-being concern forms</li> <li>Children's complaints to be taken seriously and acted upon</li> <li>Individual strategies continue to focus meetings (Passport/FDW/CPM etc)</li> <li>Long term absence management strategies to be implemented</li> <li>Development of Pupil Voice</li> <li>Duty Officer Role</li> </ul>	<input type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input checked="" type="checkbox"/> HWB <input type="checkbox"/> Closing the Gap <input type="checkbox"/> Employability
<b>Arrangements to ensure wellbeing</b>	<ul style="list-style-type: none"> <li>Children are able to build up positive relationships with consistent adults whom they trust enough to talk to when they need help</li> <li>We have well-embedded systems in place to promote wellbeing across all aspects of the life of the school</li> </ul>	<ul style="list-style-type: none"> <li>Completed reports sent via secure email to appropriate bodies</li> <li>Growing success with parental engagement</li> <li>Health and Wellbeing champs (pupil and staff) – proactively leading school developments</li> </ul>	<ul style="list-style-type: none"> <li>Development of Young Workforce</li> <li>Development of garden area</li> <li>Parental Engagement to be further developed based on this year's successes</li> <li>Play pedagogy – sessions to be introduced for key</li> </ul>	<input type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input checked="" type="checkbox"/> HWB <input type="checkbox"/> Closing the Gap <input type="checkbox"/> Employability

	<ul style="list-style-type: none"> <li>We use learning and teaching approaches and the curriculum to promote resilience, and responsible citizenship. These approaches are highly sensitive and responsive to the wellbeing of each child and young person.</li> </ul>	<ul style="list-style-type: none"> <li>Where staffing has allowed integration has remained a priority in school</li> <li>Parental Engagement- Connolly Cuisine, family outings, Christmas Fayre, End of Year celebrations (Teddy Bear's Picnic, Afternoon Tea, Driving Range, Edinburgh Castle)</li> <li>Biking</li> <li>Active Schools sessions at Winchburgh</li> <li>Outdoor/offsite learning</li> <li>Breakfast</li> <li>Food and Nutrition</li> <li>Gardening</li> <li>PPAS</li> </ul>	<p>target pupils</p> <ul style="list-style-type: none"> <li>Develop links and opportunities with target schools through primary amalgamation</li> <li>Daily hygiene practices to be introduced as life skill (face washing, teethbrushing, nail cleaning)</li> <li></li> </ul>	
<p><b>National guidance and legislation</b></p>	<ul style="list-style-type: none"> <li>Adults work hard to ensure all learners feel safe and included in school life <ul style="list-style-type: none"> <li>Staff are fully aware of the indicators which may show a child to be at risk</li> <li>Staff are fully aware of emerging risks within society and briefed accordingly with CP guidance</li> <li>Record keeping is maintained to the highest standard</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Team meetings to discuss cause for concern pupils and families</li> <li>Whole service meetings to discuss individual needs</li> <li>CP training</li> <li>Pastoral notes on Seemis, SPHERA for recording incidents, Cause for concern forms, continuous dialogue with colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Further develop knowledge of ASN Planning Tool and Risk Matrix</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Raising Attain</li> <li><input type="checkbox"/> Literacy</li> <li><input type="checkbox"/> Numeracy</li> <li><input checked="" type="checkbox"/> HWB</li> <li><input type="checkbox"/> Closing the Gap</li> <li><input type="checkbox"/> Employability</li> </ul>

Quality Indicators	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?	<i>This section indicates the connection between your self-evaluation and school improvement priorities</i>	
			What are you going to do now? <small>What are your improvement priorities in this area (if any)? Remember that some of this section will be copied into your SIP as indicated in the next column</small>	Link to SIP <small>(only tick if relevant and will appear in next sessions' SIP)</small>
<b>1.1 Self-Evaluation for Self-Improvement</b>				
<b>Evaluation: Good</b>				
Collaborative approaches to self-evaluation	<p><b>All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement.</b></p> <p><b>We use a range of effective approaches to ensure all staff, partners, learners and other stakeholders are actively involved in ongoing self-evaluation activities.</b></p> <p><b>Pupil participation is a strong feature of our approach to self-evaluation and continuous improvement.</b></p>	<ul style="list-style-type: none"> <li>Evaluations for parental engagement</li> <li>Passport meetings</li> <li>Pupil passports used in mainstream schools for integration and for meetings</li> <li>In-Service</li> <li>NHS links (Occupational Therapy and CAMHS)</li> <li>Newly adapted pupil daily diaries (individual to class settings)</li> <li>Positive texts</li> <li>ISS Social Policy Leadership meetings</li> </ul>	<ul style="list-style-type: none"> <li>Moderation sessions with cluster and mainstream colleagues</li> <li>Feedback of MfIL groups</li> <li>Continue to focus on HGIOS termly</li> <li>HGIOurs to inform School Improvement Plan and Pupil Voice</li> <li>Pupil passports used for FDW, CPM's and 6 weekly meetings</li> <li>In-Service days</li> </ul>	<input checked="" type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> HWB <input checked="" type="checkbox"/> Closing the Gap <input type="checkbox"/> Employability
Analysis and evaluation of intelligence and data	<p><b>Within our school we engage regularly in effective quality improvement and moderation activities and have agreed standards and expectations.</b></p> <p><b>We gather a range of data and information to monitor and track progress for all learners.</b></p> <p><b>We use a wide range of local, national and international advice and research to reflect on</b></p>	<ul style="list-style-type: none"> <li>Research and reports around therapeutic approaches</li> <li>GL assessments</li> <li>North Lanarkshire literacy programmes</li> <li>Attainment meetings</li> <li>Passport meetings</li> <li>Lifegrid analysis</li> </ul>	<ul style="list-style-type: none"> <li>Year Plan for robust assessments</li> <li>Monitoring and Tracking to include wider achievement</li> <li>Support for Learning Teacher to collate and share data with key adults</li> <li>Literacy and numeracy baselines to inform thorough, informed</li> </ul>	<input checked="" type="checkbox"/> Raising Attain <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> HWB <input checked="" type="checkbox"/> Closing the Gap <input type="checkbox"/> Employability

	<p><b>current practice and evaluate any new initiatives, ideas, and changes.</b></p> <p><b>We actively seek out and share good practice within and beyond the school and can demonstrate improvement as a result.</b></p>	<ul style="list-style-type: none"> <li>• Staff and parent dialogue</li> <li>• Educational Psychology link to discuss data and trends</li> <li>• Rivo and seems to plan next steps</li> <li>• Link with H and S officer to plan and risk assess learner needs</li> </ul>	<p>interventions</p>	
<p>Impact on learners' successes and achievements</p>	<p><b>We can show clear evidence of improvement based on actions taken as a result of self-evaluation.</b></p> <p><b>We can demonstrate the impact of improvement arising from self-evaluation on learning and teaching and attainment, achievement and wellbeing of all learners.</b></p>	<ul style="list-style-type: none"> <li>• GIRFEC processes</li> <li>• CPMs throughout the year and as/when needed</li> <li>• Pupil Passport meetings with family</li> <li>• Pupil voice feedback</li> <li>• Success in the classroom environment</li> <li>• Bespoke packages/class</li> <li>• Individual interests impacted on curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to assess GIRFEC with each pupil biannually</li> <li>• First Aid and Safe Road User qualifications to be explored</li> <li>• Primary groups with mainstream peers to develop pupil achievement</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Raising Attain</li> <li><input type="checkbox"/> Literacy</li> <li><input type="checkbox"/> Numeracy</li> <li><input type="checkbox"/> HWB</li> <li><input checked="" type="checkbox"/> Closing the Gap</li> <li><input type="checkbox"/> Employability</li> </ul>