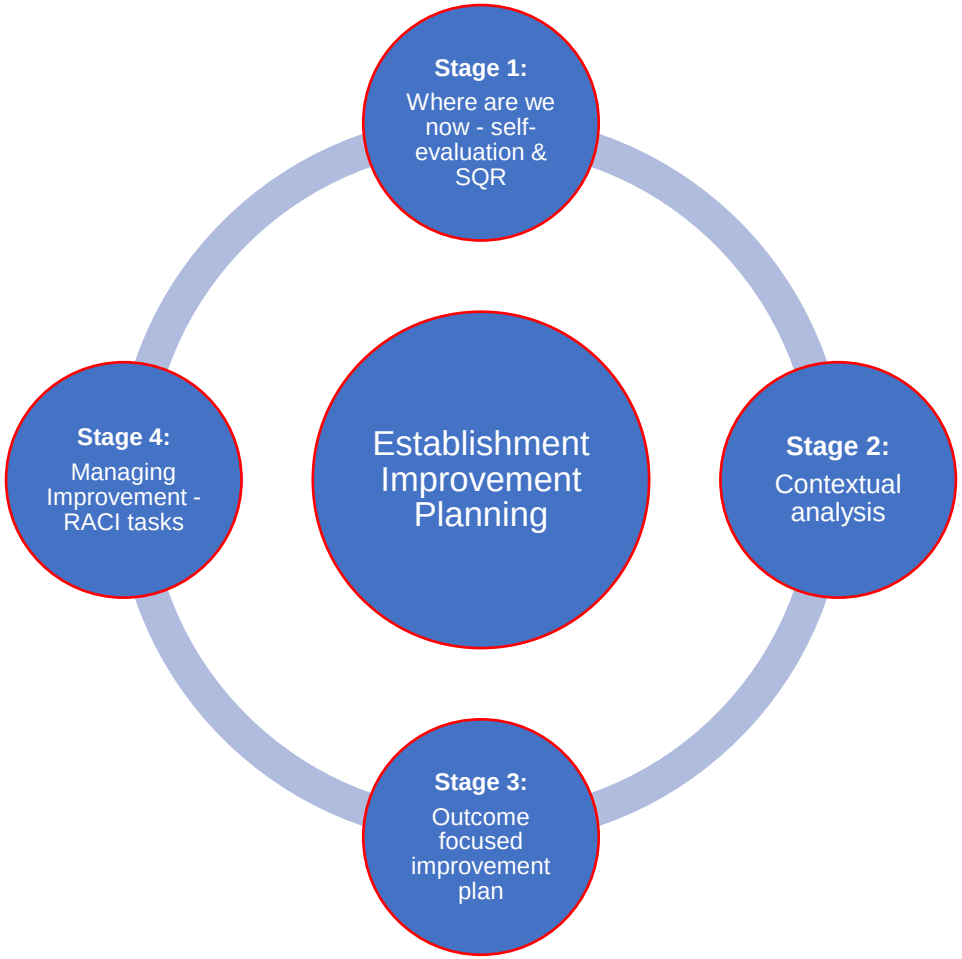
Falkirk Council
Children's Services

Establishment Name: Windsor Park School and Sensory Service

Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations

Community – Demographic, geographical and economic influences	Attendance and Exclusion	Progress and Attainment
- Learners travel to Windsor Park from across Falkirk, Clacks and West Lothian and are all entitled to free school meals, as per Falkirk Council's policy. - All families have a unique profile, which we are sensitive and responsive to. - Very small numbers allow us to track needs of families successfully	-Attendance across the primary department was very good in the past but has dipped this year. Where this falls below the desired thresholds, communication takes place to encourage and support pupils to attend more often. -A significant amount of time has been spent by some pupils on holiday during school time. The impact of this on learning has been highlighted to families	Progress and attainment/achievement has been plentiful this school year. Here are just some of the areas of progress/success; -All learners have Child's/Young Person's Plan where targets are set every term. The vast majority of these targets have been met. -Senior pupils in the secondary have gained a variety of qualifications from SQA (including school partnership courses at college) and other awarding bodies.

- Links with Forth Valley Sensory Centre - Links with Bantaskin and Falkirk High for learners attending Windsor Park - Sensory Service linking with families across Falkirk Council - Sensory Service linking with mainstream and additional support needs provisions to support learners with sensory impairment. - Links and regular consultation with social work from Falkirk and other local authorities - Links with audiology, eye clinic. Speech and language therapy, habilitation service and other allied health professionals, Outdoor Education, Call Scotland, Deaf Action, BDA, Scottish Sensory Centre and other Deaf Education provisions. - Very small school with varied cultures, religions and ethnicities which are recognised and respected. The beliefs of our learners are acknowledged when planning school activities. - Within Windsor Park School there are 7 males and 8 female learners.	- Attendance in our secondary department has improved this year. -No learners have been excluded from Windsor Park	-All pupils have been working towards formal BSL qualifications and many have achieved Level 1 and/or Level 2. All P7 pupils have achieved Signature BSL Level 1, a first for Windsor Park. -2 senior pupils have secured volunteer work -Windsor Park was recently awarded GOLD Rights Respecting School status from UNICEF, the first School for the Deaf in Scotland to achieve the recognition. -We continue to hold Gold Communication Status -Upper primary and senior pupils again attended a 'deaf' residential at Dalguise and all were very successful in completing every challenge set. -Primary pupils attended their first camping overnight stay at Spoke and Boot and developed confidence and independence as a result -3 primary pupils won the Esprit De Glee award with their Bantaskin peers. -All primary pupils achieved Level 1 and 2 Skiing Proficiency -Primary and Secondary pupils have had success in a variety of sporting events -A primary pupil is a successful actor and recently filmed a new movie -A senior pupil successfully completed a School Leavers Transition Weekend Residential with Deaf Action

- There are 3 males and 18 females within our core staffing. - Highly skilled, specialised, dedicated and experienced staff. - Strong links with our families. - Nurture School Accreditation acknowledging nurturing principles embedded in our school. - Positive partnerships with Bantaskin and Falkirk High. - Partnerships across various sectors to co-create curriculum and learning opportunities. - Challenges; communication between parents and their children, high levels of child protection and safe guarding concerns, lack of Deaf Awareness across society, lack in accessibility of resources and information		

Stage 3

<table>
<tr>
<td>Priority Area 1:

Increase creativity through developing digital skills of staff and learners.</td>
<td>School and ELC leadership

Teacher and practitioner professionalism

Parental/Carer involvement and engagement

Curriculum and assessment

School and ELC improvement

Performance information</td>
<td>Leadership and Management

QI: 1.1, 1.2, 1.3, 1.4, 1.5

Learning Provision

QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Successes and Achievements

QI: 3.1, 3.2, 3.3

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<td>Curriculum

Learning and Teaching

Inclusion and Equality

Assessment</td>
</tr>
<tr>
<td colspan="4">What informs this priority?
• Teacher Digital Skills Toolkit Survey
• HGIOS data from engagement with staff
• Varied skillset of support staff
• Current pupil skillset
• Falkirk Cluster Improvement Plan</td>
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<tr>
<td>What do you aim to achieve?</td>
<td>How will you achieve this priority?</td>
<td>Timescales and responsibilities</td>
<td>Measures of success
(What on-going information will demonstrate progress?
(Qualitative, Quantitative - short / medium / long term data)</td>
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<tr>
<td>Improve digital skills/confidence of staff.</td>
<td>Data snapshot from teaching and support staff Digital Skills Toolkit Summary to be issued.</td>
<td>August 2024 : DHT</td>
<td>Whole staff will have an overview of their own and colleagues’ digital skills.</td>
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	Staff to identify individual areas of development.	September : All staff	All staff will be able to identify at least two small areas of development in their digital skillset.
	2 members of staff (one from secondary/one from primary) to complete Apple Learning Coach Training.	Ongoing, throughout the year : SM/LM	Apple Learning Coaches will have completed their training by June 2025.
	Short coaching input (in person and digitally) to be provided by Apple Learning Coaches throughout the academic year.	Ongoing, throughout the year : SM/LM	Apple Learning Coaches will have provided regular input to all staff. 90% of staff will have evidenced involvement in digital skills development.
Improve creativity of pupils.	Digital skills checklist to be completed for all Windsor Park learners and added to the Assessment Folders.	All ToDCYPs : October	All ToDs will have an overview of the digital skillset of each pupil they support.
	All teaching staff to devise and implement a small test of change using the PDSA methodology. There should be a Quality Indicator 2.3 focus with the aim being to demonstrate improved creativity in one aspect of learning via the use of digital technology.	All ToDCYPs : October – April 2024	PDSA Test of Change will have been planned, implemented and the impact evidenced by all ToDCYPs.
	All teaching staff to produce a poster about their test of change.	All ToDCYPs : April 2024	Posters produced by all staff using template provided.

	All teaching staff to contribute to the Falkirk Cluster Learning Festival, presenting their posters.	All ToDCYPs : May 2024 (TBC)	All staff will have their Poster showcased at the Cluster Learning Festival.
Ongoing evaluation/actual impact:			

Priority Area 2: Increase Family Learning and Engagement across the school community.	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment
What informs this priority : • HGIOS data from engagement with staff • absence of a parent body • poor attendance data from parents' sessions (especially in secondary) and other school events • varied levels of engagement with homework • varied levels of engagement with SeeSaw			
What do you aim to achieve?	**How will you achieve this priority?**	**Timescales and responsibilities**	**Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)**
Establish a Windsor Park Parent/Carer Forum	Invite all parents/carers to join a newly established Parent/Carer Forum	August 2024 : Headteacher	A Parent Forum will be established and a meeting schedule in place.

Plan two separate Parent/Carer engagement events for each department	Arrange an initial meeting with interested parties to agree frequency, dates, times and venue (in person or virtual) Nominate a Chairperson for the group Devise a schedule for meetings in 2024-2025 school year. Staff and pupils will agree dates for events. (plan strategically in line with mainstream parent's session where possible) Staff and pupils plan each event, including engagement workshops. Invitations sent to all Parents/Carers Host event Facilitate transport for any parents who require this via PEF. Invite Parent Forum Chairperson or representative of the group to present a workshop/provide information for other parents/carers	September 2024 : Headteacher September 2024 : Parent Forum members September 2024 : Chairperson/Headteacher RACI group members Rights Steering Groups pupil representatives September 2024 SIG/Steering Groups (Ongoing throughout session) One learner from each department (One month ahead of each event) All staff/pupils on agreed dates Headteacher Chairperson (on agreed dates)	50% of parents/carers in the secondary department will attend the events. 75% of parents/carers in the primary department will attend the events. 50% of parents/carers in the primary and secondary department will attend parents evening with mainstream staff.

Consultation with Primary parents/carers regarding their thoughts on homework	Issue an accessible Microsoft form to all primary parents, seeking feedback on homework. Paper copies will also be issued where necessary. Contact directly those parents who need reminders to complete the feedback Use feedback data to inform decisions as regards the format for homework thereafter	Headteacher : September 2024 Clerical : September 2024 SLT : October 2024	100% of Primary parents/carers respond An agreed format for homework in the primary department is in place. 80% of learners/families engage with homework activities consistently.
Engagement with all families via SeeSaw	Provide a reminder of what SeeSaw is and why it's used by Windsor Park. Set clear expectations as regards the use of SeeSaw Contact directly by telephone, families who are not engaging regularly via SeeSaw to help determine why and find solutions?	Headteacher : August 2024 Headteacher : August 2024 DHT/PT (as required)	90% of families engage consistently with SeeSaw.

Ongoing evaluation/actual impact:	

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<tr>
<td>Priority Area 3 :

Develop the transition process from primary to secondary education in Falkirk Council for blind braille users.</td>
<td>School and ELC leadership

Teacher and practitioner professionalism

Parental/Carer involvement and engagement

Curriculum and assessment

School and ELC improvement

Performance information</td>
<td>Leadership and Management

QI: 1.1, 1.2, 1.3, 1.4, 1.5

Learning Provision

QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Successes and Achievements

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Learning and Teaching

Inclusion and Equality

Assessment</td>
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<td colspan="4">What informs this priority?
• Minutes from Professionals Meetings
• Dialogue/feedback for QTVI staff
• HGIOS data from engagement with staff
• Data from current staffing quota and caseload need</td>
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<tr>
<td>What do you aim to achieve?</td>
<td>How will you achieve this priority?</td>
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<td>Devise and implement a strategic plan for a significantly enhanced transition from</td>
<td>Liaise with senior education officers in the ASN team for an update on the request submitted in April 2024 for increased staffing.</td>
<td>Headteacher : August 2024</td>
<td>Decision will be made by ASN team as regards increased staffing request.</td>
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primary to secondary for a blind, braille user	If permission is granted, advertise for and recruit a TVI. Revisit the initial planner produced by a member of the team in 23/24, adapting/modifying as appropriate. Implement the planner: Liaise with Anna Deighan, Habilitation officer as regards mobility sessions with learner in and around the identified secondary school. VI Team to have informal meeting with secondary Pupil Support Team Attend Transition meeting to discuss progress. Visit Uddingston Grammer and/or Rosshall (Secondary VI provisions)	Headteacher/VI PT : as appropriate VI Team : September 2024 VI Team : Ongoing throughout the year VI Team : October 2024 HT, PT and one of allocated QTVIs : November 2024 VI Team Identified secondary staff : November/December 2024	Another TVI will be recruited and in place by November 2024. Any modifications will be added to the planner. Feedback will have been provided to VI Team after every mobility session. Initial relationships between with both groups of staff will be established. Pertinent information as regards learner need will be shared. Secondary staff have an understanding of the role of the QTVI All involved will provide progress update and this will be recorded/distributed. At least one visit will have taken place.

	Attend TAC meeting and action items as appropriate	PT and one of allocated TVIs : December 2024	PT/TVI will have contributed to the TAC meeting.
	Liaise with/advise Secondary staff as regards PEEP and Risk Assessments	VI Team Anna Deighan : Habilitation Secondary Staff : January 2025	Initial assessments will have taken place.
	Deliver awareness raising session to all secondary staff	VI Team Secondary Staff : February 2025	90% of the Secondary Staff will have a better understanding of Visual Impairment and some of the needs of a blind learner.
	Commence liaison meetings to discuss S1 course materials	VI Team Secondary Staff : February/March 2025	VI Team will have had the opportunity to examine all S1course materials in order to consider/advise on adaptations.
	CALL Assessment with IT Team	Secondary Staff CALL Scotland VI Team Parents Stuart Lennie : June 2025	Assessment will have taken place and recommendations highlighted.
Ongoing evaluation/actual impact:			