

Standards & Quality Report 2022/23



Falkirk Council
Children's Services

SQR 2022/23 – Prefacing Text

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2022/23.

Staff at all levels continue to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, all our children and young people.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2022 - June 2023, and outlines priorities for session 2023/24.

Section 1

This should include the school/setting badge/ crest, any motto/ aims/ values

A statement to describe staff stakeholder involvement in:

- the school improvement planning and evaluation processes and activities
- the generation of the S and Q report.

Context of the School/ELC Setting

This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school/nursery roll etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.

Windsor Park School and Sensory Service is a multidenominational educational provision, situated in west central Falkirk, providing education and support to deaf and/or visually impaired children and young people, their families and associated agencies.



Vision

“A safe, nurturing, inclusive learning community with highly trained, experienced and supportive staff, striving for excellence for all deaf learners.

Aims

- To provide a dynamic, ambitious, challenging curriculum that meets the bespoke holistic needs of our learners and develops skills for life
- To ensure the highest quality of learning and teaching, facilitated by Qualified Teachers of the Deaf and highly skilled support staff
- To develop and sustain positive relationships with families and a wide range of partner agencies, in order to best meet the needs of individual learners
- To foster a positive self-identity in all, ensuring that the rights of every learner are respected and acted upon whilst promoting pupil voice and informed choice at every opportunity
- To support and nurture all learners to become successful learners, confident individuals, responsible citizens and effective contributors in school and the wider community.
- To strive for equity for all, both in school and in the wider community and to ensure a positive post-school destination for all

Windsor Park School

Primary Roll: 7

Secondary Roll: 7

Primary aged deaf learners from Falkirk and other authorities are educated on our purpose built school campus adjacent to Bantaskin Primary School. Our secondary department is situated within Falkirk High School. All pupils are taught a Broad General Education, in line with a Curriculum for Excellence, by specialist staff, through the use of Total Communication. Learners in our secondary department are presented for SQA examinations, where appropriate. Primary and

secondary learners join their mainstream peers for educational and social experiences when/where appropriate.

All learners have the opportunity to be presented for British Sign Language qualifications.

Sensory Support Service (based in Windsor Park School)

Hearing Impairment Service Caseload: 148

Visual Impairment Service Caseload: 86

Specialist staff provide education, support and guidance for deaf and/or visually impaired children and young people from birth to school leaving age. Support is provided within the home, Early Years, Primary and Secondary establishments, alongside a fortnightly Toddler Group held within Windsor Park School. Support and advice is also provided to families and associated agencies. Pre-school deaf children who require a high level of support and/or alternative communication may attend Bantaskin Nursery where they will be fully supported for up to five sessions per week.

Staffing

Headteacher/Educational Audiologist

DHT (based in Windsor Park Secondary Department)

PT, Visual Impairment Service

Acting PT, Teacher of the Deaf (based in Primary

School based Teachers of the Deaf : 7.4 FTE (including Acting PT)

Visiting Teachers of the Deaf : 2 FTE

Visiting Teachers of the Visually Impaired : 2.4 FTE (including PT)

School Based Support Staff: 4.5 FTE

Sign Language Tutor 0.5 FTE

Section 2

Example of layout for reporting on 2022-23 improvement priorities:

Review of progress for 2022 - 23	
Priority 1: Development of CVI Assessment Pack and Resource Bank of Strategies to support CYP with CVI (Cerebral Visual Impairment)	
NIF Priority - Improvement In CYP Health and Wellbeing - Improvement in attainment NIF Driver - Teacher Professionalism - Assessment of children's progress	FC Service and School Improvement Priority - Meeting the needs of all learners - Quality Provision - Leadership and workforce development
HGIOS?4 , 1.2, 1.3, 2.3, 2.4, 2.7, 3.1, 3.2	Has this work been supported by PEF? No
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
For this development priority, every QTVI initially engaged in professional reading and dialogue, both individually and as a team, in order to improve their knowledge and understanding of CVI and associated assessments. Appropriate resources were sourced and funded. They then used what they had read, discussed and resourced to gather, collate and audit a variety of assessment materials. This led to the production of an assessment document for use with CYP with suspected CVI in Falkirk. This assessment document, alongside other resources produced will now be used going forward and the impact on the service and the young learners measured over time. Every QTVI has reported an increase in knowledge and confidence whilst also recognising the scale of the current research and work nationally around CVI and the need for ongoing CLPL in this particular area. They also feel the need for more time to consolidate the work they have completed thus far before moving forward. More clarity is also required as regards who has the responsibility of assessing for CVI. This needs further explored with senior officers in the ASN Team and allied health professionals. VI staff have contacted Occupational Therapy on several occasions to suggest a joint meeting to discuss CVI and the responsibility of those assessing but have had no response to date. Finally, it is felt that basic awareness raising training as regards CVI and the implications of the condition must be delivered across Education Services, starting with the ASN Team and those leading ASN establishments.	

Next Steps: What are you going to do now?

Staff will take time to consolidate the knowledge gained over the last two years and deploy the resources that they have produced, evaluating the impact.

Staff will deliver CPD input across Education Services, providing basic CVI awareness.

Review of progress for 2022 - 23

Priority 2 : Develop the independence and pupil participation of mainstream deaf pupils.

NIF Priority

- Improvement In CYP Health and Wellbeing
- Improvement in attainment

NIF Driver

- Assessment of children's progress
- School Improvement

FC Service and School Improvement Priority

- Meeting the needs of all learners
- Quality provision
- Leadership and workforce development

HGIOS?4

- 1.2, 1.3, 2.3, 2.4, 2.6, 3.1, 3.2,

Has this work been supported by PEF?

- No

Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

For this priority, all Visiting Teachers of the Deaf initially engaged in professional reading and dialogue, including with Falkirk's Educational Audiologist, Mrs Walker, ensuring that they were clear about the audiological skills that they were aiming to develop in mainstream deaf pupils across the authority and the equipment necessary for optimum impact. The aim was to create an audiological skills checklist (and profile for those supported fortnightly or more) on a digital platform, for use with child CYP aged 3-18. They would then use the data from these checklist to incorporate audiological skills/deaf awareness in to their regular support sessions with these pupils.

Although not initially the plan, it became apparent to staff during the process that two different checklists were required, one for school staff and another for the CYP. These checklist have been produced and include deaf awareness, audiograms, self-advocacy skills and independence in looking after equipment. This is reflective of the curriculum rationale at Windsor Park school whereby deaf studies (including audiological skills) is integral to all learning experiences.

The task was then extended to produce a digital profile using OneNote for each of the pupils supported regularly. One Note was a new concept to all of the staff and they sourced support from Kerry Abercrombie (Connected Falkirk) to help them with this. Appropriate sections were agreed and staff begin to populate the profiles with information. The audiology checklists were added to the profiles as part of

this process alongside results from speech perception tests and photos etc from their support sessions. Pupils were issued certificates upon achievement of skills on the checklist. This proved very popular and the young people loved taking these home and showing off to their family members!

As a result of this development, audiological skills in young people and their families have been enhanced across Falkirk. Reluctant babies and toddlers have been encouraged to wear hearing aids through the use of dolls/teddies wearing them, pupils are able to name the parts of their equipment and carry out visual checks and maintenance independently, they take responsibility for charging/connecting assistive listening devices, they upload and make use of apps on personal devices to control their own equipment and they are able to interpret audiograms, gaining a sound understanding of what they can and cannot hear, aided and unaided.

The use of such profiles have also been very beneficial to those who are only supported on a termly basis, allowing them to create their own listening profile that they can share with others, detailing what is required to help them listen/hear effectively both at home and in school. Learners make a decision as to what information is most relevant to them, design a format on the computer and choose who they will share the information with. This has proved much more powerful than a Visiting Teacher of the Deaf giving colleagues advice on deaf awareness. One particular pupil presented to the support staff in his school, detailing the nature and impact of his hearing loss, and what he needed from those around him to allow him to fully access school life. These profiles have been an excellent tool at transition stages, ensuring pupil voice/participation.

Next Steps: What are you going to do now?

Staff will continue to make use of these checklists and profiles as part of all support sessions and use the information gathered to support liaison with colleagues and families. This will allow for a much clearer understanding across all agencies as to the needs of the young person and also the young person's level of skillset as regards deafness/audiology.

Review of progress for 2022 - 23

Priority 3 : Improve pupil participation whilst working towards Rights Respecting School accreditation

NIF Priority

- Improvement In CYP Health and Wellbeing
- Improvement in attainment

NIF Driver

- School Leadership
- Teacher Professionalism

FC Service and School Improvement Priority

- Meeting the needs of all learners
- Quality provision
- Leadership and workforce development

• Parental Engagement • Assessment of children's progress • School Improvement	
HGIOS?4 • 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	Has this work been supported by PEF? • Yes
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
At the outset, RRSA steering groups were established in both primary and secondary departments. A Total Communication video involving all staff was produced to inform stakeholders and stakeholders were invited to join the steering groups. Fortnightly meeting of each steering group took place and steering group updates were added to the standing agenda for all departmental meetings. Please see the link below for the stakeholder video. https://www.youtube.com/watch?v=pk1ibhy60zg&t=330s Explicit lessons were planned, delivered and evaluated as regards UNCRC and RRSA. An 'Article of the Month' was also introduced and explored across both departments, with 'Articles' referred to on a daily basis, ensuring learners were familiar with the rights and understood the language being used. All actions/progress was recorded by staff and stakeholders were issued regular updates using a variety of methods (emails, letters, tweets, 7 minute briefing). A visual documentation of the school's journey thus far can be seen in both departments. Questionnaires were issued and the data used to complete the RAG audit which then informed our 'Action Plan for Silver'. This was then submitted and as a result, we have achieved Bronze : Rights Committed status. As a result of this ongoing process, rights are partially embedded. Pupils across both departments have a good understanding of the rights that have been explored thus far. The language and concepts used can be a challenge for our learners, hence the reason we have an 'Article of the Month' and not 'Article of the Week'. Staff also feel more rights aware. They are using the 'rights language' more consistently and feel more confident in doing so. They feel that they are now able to link articles more readily to teaching and learning experiences and feel that this work has affirmed for them the impact that they have on the lives of their learners. Visuals in both departments have helped to make the rights explicit and some pupils are engaging independently of staff, taking ownership of their own learning. Staff are working more collegiately across primary and secondary departments, sharing ideas and resources whilst gaining a better insight in to others' departments/roles. Sharing resources and the consistent use of visuals which are differentiated for age and stage helps the transition from primary to secondary. A new staff member has also commented that her knowledge of rights	

has been increased significantly since joining the team. Pupil participation has increased and learners are more involved in decision making through the steering groups.

The two main challenges have been time and engaging stakeholders. Much time is required to explicitly teach about the articles/rights in order that learners fully comprehend the concept and the language used. The challenge is balancing this with the demands of a wide and varied curriculum, both within Windsor Park and Bantaskin Primary/Falkirk High School. We have also struggled to involve any parents/carers in the steering groups, despite numerous invites.

PEF has been used to explore some of the Articles with our learners and help embed this across our school community. In particular, we have used PEF to embed Articles 8, 27 and 31.

Article 8 : Every child has the right to an identity

Article 27 : Every child has the right to food, clothing and a safe home

Article 31 : Every child has the right to relax, play and take part in a range of cultural activities.

Numerous initiatives have been funded by PEF to ensure that our pupils develop a strong sense of deaf identity, have the clothes and food that they require on a daily basis and are able to experience a wide range of cultural experiences.

Examples of how our PEF has been used can be seen in the SWAY below.

<https://sway.office.com/DY1ozrtRjHdSv5QE?ref=Link>

Next Steps: What are you going to do now?

We will continue to work toward Right Respecting Schools Gold Status, embedding UNCRC and the Articles in all aspects of school life.

We will continue to use PEF for a wide variety of initiatives that allow all of our young access to the very best learning and social experiences.

Section 3

Key priorities for School Improvement Planning 2023- 2024

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Priority 1

Continue to Increase Pupil Participation whilst working towards Rights Respecting School Accreditation.

Priority 2

Increase the use of digital technology in the role of the QTVIs.

Priority 3

Develop practice in monitoring and supporting language development in CYP 0-5 yrs.

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement. This should link to each of the QIs you have graded below.

Our focus for improvement this session, in line with our three year self-evaluation framework, centres around the following quality indicators;

1.2 : Leadership of Learning

2.5 : Family Learning

2.6 : Transitions

2.7 : Partnerships

3.2 : Securing children's progress (Raising attainment and achievement)

Summary of Self-Evaluation – Reference QIs

Primary / Secondary Self-Evaluation of the Core HGIOS?4
--

	Self-Evaluation Grading
1.3 Leadership of change	
2.3 Learning, Teaching & Assessment	
3.1 Ensuring Equality, Inclusion & Wellbeing	
3.2 Raising Attainment & Achievement	