

Standards & Quality Report 2023/24



SQR 2023/24 – 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 2023/24.

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 2023 - June 2024, and outlines priorities for session 2024/25.

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 Standards and Quality report has been compiled following extensive review and discussion with all staff at Windsor Park throughout the course of the academic year. All staff have been involved in driving forward improvement via the identified priorities in the 23-24 School Improvement Plan and have provided feedback and evidence for this report.

Windsor Park School and Sensory Service is a multid denominational 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: 8

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

All pupils from P1-S3 are taught a Broad General Education, in line with a Curriculum for Excellence, by specialist staff, through the use of Total Communication.

Learners in the senior phase of our secondary department (S4-S6) have the opportunity to select a variety of SQA courses at an appropriate level within the mainstream school or Windsor Park staff are able to lead some alternative courses in the base. Where appropriate, learners can be presented for SQA examinations (National 5, Higher, Advanced Higher).

All learners have the opportunity to be presented for British Sign Language qualifications. (Signature Level 1 and Level 2)

Sensory Support Service (based in Windsor Park School)

Visiting Teachers of Deaf Children and Young People Caseload : 129

Visual Teachers of the Visually Impaired Caseload : 70

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 by a Windsor Park Support for Learning Assistant.

Staffing

Headteacher/Educational Audiologist

DHT (based in Windsor Park Secondary Department)

PT, Teacher of Deaf Children and Young People (based in Windsor Park Primary)

PT, Visual Impairment Service

School based Teachers of the Deaf Children and Young people : 8.4 FTE
(including PT)

Visiting Teachers of Deaf Children and Young People : 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

Review of progress for 2023 - 24	
Priority 1: Continue to Increase 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	Curriculum Learning and Teaching Inclusion and Equality Assessment 
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5)	PEF has been used to provide a wide variety of experiences, free of charge to all pupils and reference is made to this in the reports.
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
The aim of this priority was to achieve Gold Rights Respecting School status whilst increasing the level of pupil participation through all aspects of school life at Windsor Park. On November 15th 2023, we had a successful Silver accreditation visit and the report can be seen here. We then continued on our journey to Gold with another successful accreditation visit taking place on May 21st 2024. This report can be seen here. Throughout our Rights Respecting Schools journey, pupil participation has been at the heart of the process with two pupil steering groups driving forward all initiatives. Meaningful and effective learner participation is very much central to practice at Windsor Park now and staff and learners all know that learner participation/'voice' is enshrined in children's rights. A significant level of evidence was submitted for both Silver and Gold stages of the process with a high level of pupil participation throughout and can be seen below; Silver Evaluation Silver PowerPoint Gold Evaluation Gold PowerPoint	

By engaging in this journey, children's rights and the language of the UNCRC and associated articles are now embedded throughout our school. All staff and pupils are aware that children have the right to have their views listened to and acted upon as and when appropriate. All staff and most pupils are able to articulate this clearly and were able to provide examples during the accreditation visits.

Next Steps: What are you going to do now?

- Continue to ensure that rights are **explicitly** central to daily practice in Windsor Park, with all staff and pupils regularly using the language associated with the UNCRC in appropriate contexts
- Continue to support parents/carers and families to learn about and understand the UNCRC and engage further with our Rights Respecting journey
- Continue to support learners to develop and lead campaigns from a rights perspective
- Continue to act as ambassadors for rights and the RRSA through our networks and in collaboration with Falkirk Council and other deaf education provisions in Scotland.
- Work towards producing 'child and deaf friendly' versions of our key school policies

Review of progress for 2023 - 24

Priority 2: **Increase the use of digital technology in the role of the QTVIs. (Qualified Teachers of the Visually Impaired)**

NIF Priority

- Improvement in attainment
- Improvement in employability skills

NIF Driver

- School leadership
- Teacher professionalism
- Assessment of Children's Progress
- Parental Engagement

Curriculum

Learning and Teaching

Inclusion and Equality

Assessment



HG10S?4/HG10ELC? QIs (if appropriate)
HG10URS themes 1- 5)

Windsor Park is not allocated any PEF funding for learners supported by our Sensory Support Team. This funding is allocated directed to the school that learners attend. PEF therefore has not supported this area of development in any way.

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

Staffing levels in our VI service have inhibited the progress made in this priority. Our Principal Teacher of the VI service was absent from August to June with no back-fill available due to the highly specialised nature of the role. This meant that our 2.4 FTE staffing was reduced to 1.6 FTE, with no Principal Teacher throughout the year. With the caseload increasing both in number and level/complexity of need, this has been extremely challenging. Despite these challenges though, good progress has been made.

One member of the team has been working on creating a technology planner which lists skills taught to pupils (iPad/iPad pros). Two different documents were required due to the differences between iPads and iPad pros. A 'how to' has been included, starting with basic skills and progressing to more advanced skills. (basic operations-intermediate-advanced). Through the process, it has been recognised that some steps are more complex than others and therefore it is not purely as simple as listing the steps. Although these planners are designed for learners, they will be very useful for staff too. An example can be seen [here](#).

Another member of staff has been focussing on the BrailleNote Touch Plus, digital technology used by a blind braille user.

So far, the following has been achieved;

Two progression planners have been produced. These planners allow anyone using the BrailleNote Touch Plus with the pupil to understand:

The set up of the BrailleNote Touch Plus

- Locate and name parts of the BrailleNote Touch Plus
- How to gain basic access to the BrailleNote Touch Plus e.g on/off, touchscreen on/off
- How to operate basic settings e.g. volume, speech speed, speech on/off, find cursor.

How to use Keyword

- How to create, open and close a document
- How to navigate a document in speech eg. Read line, word
- How to pan the braille display
- How to save a document
- How to delete content in a document
- How to print, emboss and share a document
- How to edit a document
- How to format a document

These planners can be seen below.

[BrailleNote Touch Plus : Basics Progression Planner](#)
[BrailleNote Touch Plus : Keyword and Word Processor](#)

The activities in these planners have been taught to the braille user. She now has good knowledge and skills in using BrailleNote Touch Plus and her parents have been invited in to school for a training session. Thereafter the equipment will be sent home to support access to braille and learning at home.

Next Steps: What are you going to do now?

- More time is now required for what has been created and introduced to be shared and understood by VI Team, parents and dedicated SfLA staff.
- Staff need time to consolidate knowledge and develop planners for more apps and share with pupil and the team.

Again, this will be challenging due to staffing constraints and caseload need. Discussions are ongoing with senior education officers around the possibility of recruiting additional staffing.

Review of progress for 2023 - 24

Priority 3: **Develop practice in monitoring and supporting language development in CYP 0-5 years.**

NIF Priority

- Improvement in attainment
- Improvement in CYPs health and wellbeing
- Improvement in employability skills

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of CYPs progress

Curriculum

Learning and Teaching

Inclusion and Equality

Assessment



HGIOS?4/HGIOELC? QIs (if appropriate
HGIOURS themes 1- 5)

Windsor Park is not allocated any PEF funding for learners supported by our Sensory Support Team. This funding is allocated directed to the school that learners attend. PEF therefore has not supported this area of development in any way.

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

Initially, the Visiting Teacher of Deaf CYP (VToDCYP) team highlighted the Teddy Talks resource as one they felt should be added to the bank of language resources used in Windsor Park and on request this was purchased. All VToDCYPs and Primary based ToDCYP completed the required training for the resource.

Following the training, it was felt that this resource was more of a diagnostic/screening tool for use by those who were not ToDCYPs working with those already identified as deaf. One member of the team used the resource with a deaf learner on her caseload but did not feel that the outcome reflected their true abilities.

Liaison then took place with VToDCYPs from other local authorities to ascertain how they were using the resource. Through this dialogue it became apparent that staff in Highland Council have produced a different 'Teddy Talk' resource, aimed at EAL pupils. It was felt that this would be useful for explicitly teaching vocabulary to the Early Years deaf population in Falkirk. Staff have therefore been adapting this resource, incorporating targets from NDCS Success From The Start and Early Level experiences and outcomes. An example can be seen here.

[Early Years Planner](#)

Resources have been organised into themes which allow for vocabulary progression and introduction of new concepts. Staff have also produced a series of Story Bags that focus on each theme. These new resources have only recently been introduced but have already proved very popular with young learners and their families.

Staff feel that these resources have allowed them to repeat and reinforce listening and talking skills through a larger variety of resources that motivate the learners.

Please click [here](#) to see some images.

Next Steps: What are you going to do now?

Introduce these resources with more of the Early Years deaf population in Falkirk over the coming months and evaluate progress made with them.

Section 3

Key priorities for School Improvement Planning 2024- 2025

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

Increase Family Learning and Engagement across the school community. (QI 2.5)

Priority 2

Increase creativity through developing digital skills of staff and learners. (QI 3.3)

Priority 3

Develop the transition process from primary to secondary education in Falkirk Council for blind braille users. (QI 2.6)

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.

Through robust dialogue with staff, it was felt that across both primary and secondary sectors, all four Quality Indicators below (1.3, 2.3, 3.1 and 3.2) should be graded at 5, 'very good'. Much evidence has been gathered throughout the school year, using challenge questions, to support these gradings.

Although it is recognised by staff that ongoing work to sustain this level of grading and indeed move towards 'excellent' is required, it was not felt that bespoke priorities in these areas were required this session. All staff agreed on the above priorities (QIs 2.5, 2.6, 3.3) and felt that by improving in these three areas we would further enhance the quality across the four Core QIs below.

Dedicated RACI time has been allocated to the Calendar of Events to allow staff to develop the 3 identified priorities. Work to further develop the core QIs will be ongoing throughout the school year, including focussed activities during CAT sessions and Inset Days.

Summary of Self-Evaluation – Reference QIs

Primary / Secondary Self-Evaluation of the Core HGIOS?4	
	Self-Evaluation Grading
1.3 Leadership of change	5
2.3 Learning, Teaching & Assessment	5
3.1 Ensuring Equality, Inclusion & Wellbeing	5
3.2 Raising Attainment & Achievement	5

