



**School Name** Prospect Bank School

**Standards and Quality Report 2024-2025**

**Context of the School including ELC/Nursery (if applicable- Insert paragraph here)**

Prospect Bank School is committed to enabling all learners to:

- Develop into confident and competent social communicators.
- Access effective support strategies to promote emotional regulation.
- Build secure, trusting relationships with adults who support them.
- Cultivate resilience and coping mechanisms to manage everyday challenges, thereby maximising their capacity for learning and interaction.

Our school values—Safe, Kind, Curious, and Ready—serve as guiding principles to support pupils, particularly during periods of dysregulation. These values are embedded across our practices and are essential to the positive ethos of our school.

We adopt the SCERTS Model alongside the Curriculum for Excellence to ensure we are meeting the needs of every child. Our approach prioritises regular opportunities for success, encouraging pupils to become effective contributors, confident individuals, and responsible citizens. Real-life learning experiences and contextualised opportunities further enhance engagement and achievement. Collaborative partnerships with families, professionals, and the wider community enrich our provision and contribute meaningfully to pupil outcomes.

In August 2024, the school welcomed a permanent Headteacher, following a three-year interim period after the passing of the previous Headteacher. This transition has been a significant and emotional journey for our entire community, and the appointment marks a new chapter in the school's progression.

Due to the geographical distribution of our pupils—many of whom travel from across the city—face-to-face parental engagement presents challenges. However, consistent daily communication through class phones, monthly coffee mornings, and the proactive involvement of our Parent Support Officer (PSO) have proven highly effective in building strong home–school partnerships.



## Standard and Quality Report 2024-25

School				
<b>What have we done?</b> <i>(What work/action has been undertaken within the priorities from your improvement plan 24-25? eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc)</i>	<b>How well are you doing?</b> <b>What's working well for your learners?</b> <i>(Consider the full QI, self-evaluative statements against each theme)</i>	<b>How do you know?</b> <b>What evidence do you have of positive impact on learners?</b> <i>(What evidence do you have? Quantitative or qualitative data to support.)</i>	<b>What are you going to do now?</b> <b>What are your improvement priorities in this area?</b> <i>(Identify a few next steps linked directly to progress and impact for this area/priority)</i>	<b>How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?</b>
<b>QI 1.3 Leadership of change</b> (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)				
<b>Developing a shared vision, values and aims relevant to the school and its community</b>				<b>Insert QI Grade</b>
Over the past session, we have engaged most stakeholders in the co-construction of a refreshed vision, values, and aims, alongside a curriculum rationale	Pupils, staff, parents and partners were consulted, and a shared vision, values and curriculum rationale was developed. This is reinforced in displays, certificates, assemblies to help	<ul style="list-style-type: none"> <li>• Values poster</li> <li>• Curriculum rationale poster</li> <li>• Consultation Whatsapp messages</li> <li>• Minutes from Pupil Council</li> <li>• Assembly certificates</li> <li>• Values display</li> <li>• Photos of consultation</li> <li>• Communicate, regulate and participate slogan developed</li> </ul>	Use our shared vision and values to inform improvement priorities.  Enhance parental understanding of the vision and rationale.  Engage partners in delivering aspects of the	<b>Satisfactory</b>



<p>reflective of our unique school context. This inclusive process ensured relevance and resonance with the Prospect Bank community.</p> <p>Staff have developed a more nuanced understanding of the social, cultural, and economic factors that shape our learners' experiences.</p> <p>The vision and values are consistently reinforced through visual displays, certificates, and assemblies, helping embed them into our school culture and making them</p>	<p>pupils understand each value. This is relevant to our school and our context as parents and pupils decided priorities.</p> <p>Feedback from the In-service session on data was positive and professional discussions were observed.</p> <p>Oral feedback from staff was positive and informative.</p>	<p>from consultation with what parents want for their children from Prospect Bank</p> <ul style="list-style-type: none"> <li>• Creation of school information sheet</li> <li>• Professional discussion on data retrieved (minutes of October Inservice?)</li> </ul>	<p>curriculum.</p> <p>Develop a clear profile of what successful communication, participation, and regulation look like for our learners.</p>	
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<p>accessible to all pupils.</p> <p>The slogan "Communicate, Regulate, Participate," derived from parental input, encapsulates our shared aspirations for learners.</p>				
<b>Strategic planning for continuous improvement</b>				
<p>The Senior Leadership Team (SLT) have used Quality Assurance to get a bigger picture of where the school is currently at and made plans for improvement.</p> <p>Almost all staff have participated in a self-evaluation of 2.3, 3.2 and 1.2.</p>	<p>Use of QA has allowed SLT to see where strengths lie and where improvement is required. All staff are dedicated to ensuring pupils have meaningful experiences and want to participate in change.</p>	<ul style="list-style-type: none"> <li>• Feedback sheet from observations</li> <li>• Feedback sheet from planning</li> <li>• Feedback sheets from tracking and monitoring discussions</li> <li>• Minutes from Teachers' meetings</li> <li>• Minutes from Inservice days</li> <li>• New planning document for literacy and numeracy.</li> </ul>	<p>Now that we understand the 'why' of our curriculum, we need to increase our understanding of 'how' to deliver this curriculum by looking at our school day, the function of each activity and our IDL sessions.</p> <p>Literacy and Numeracy sessions will use the new planning/tracking template to ensure understanding of</p>	



<p>Conditions have been set to ensure staff feel confident to initiate change.</p> <p>School community has a shared understanding of what Prospect Bank offers for their pupils.</p>	<p>Less than half of the staff had strong observations, planning or quality discussions regarding tracking and monitoring. The focus of the improvement priority changed due to the HT knowing her staff and context better and the information received from QA. A focus on planning started in October to support staff to understand Milestones and progression.</p>		<p>progress and next steps.</p> <p>Collaborative planning sessions to be implemented in QA calendar.</p> <p>Developing staff leadership capacities through PRD process</p>	
<b>Implementing improvement and change</b>				
<p>SLT have created an atmosphere of trust and raised staff morale.</p> <p>SLT have managed to find an increased</p>	<p>Almost all staff, parents and partners have reported that the ethos and atmosphere at Prospect Bank has</p>	<ul style="list-style-type: none"> <li>• Staff team charter</li> <li>• Debriefs</li> <li>• HWB surveys Oct/May</li> <li>• Comments from 3.1 QI</li> <li>• What's gone well, next step activity May Inservice</li> <li>• Self-evaluation exercise May</li> </ul>	<ul style="list-style-type: none"> <li>• Review of team charter in Aug 2025</li> <li>• Coaching CPD for all members of team</li> <li>• Creation of a minute for team</li> </ul>	



<p>engagement in parental input via Whatsapp groups, allowing the parents to have a stronger input into school.</p> <p>Stakeholders have created, delivered and evaluated the School Improvement Plan for 2024-25.</p> <p>All staff are committed to change which results in improvements for learners.</p>	<p>changed for the positive. Prospect Bank did not have a Parent Council at the beginning of Aug 2024. Using Whatsapp, we have 11 members who contribute to the school via Whatsapp poles or in-person meetings.</p> <p>Participation in parents engaging with Pauline, our PSO has doubled this year.</p> <p>Staff have been open to change and participated in discussions around change. The biggest difference according to our what has gone well this year poll, 16/27 staff reported that the change in bus times and system</p>	<p>Inservice</p> <ul style="list-style-type: none"> <li>• Oral feedback from self-evaluation exercise in May Inservice</li> </ul>	<p>meetings</p> <ul style="list-style-type: none"> <li>• Creation of focus groups throughout the year for each QI instead of doing it all in one day</li> </ul>	
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	management has been positive.			
<b>QI 2.3 Learning, teaching and assessment</b> (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)				
<b>Learning and engagement</b>				<b>Insert QI Grade Satisfactory</b>
<p>The learning environment at Prospect Bank is characterised by nurturing relationships, emotional attunement, and carefully tailored support. These relationships underpin high-quality learning and create a sense of safety, which is essential for our learners to engage meaningfully.</p> <p>We have aligned our recognition of achievements to our values and</p>	<p>Relationships are at the heart of what we do. This is reflected in the decrease in number of incidents this year. (as given by staff feedback and minutes from H&amp;S meetings.</p> <p>Students feel a sense of pride when they receive their certificate in assembly. You can see this through observation. Parents have also sent in photos to help us celebrate achievements out of school.</p>	<ul style="list-style-type: none"> <li>• Vision, values</li> <li>• Curriculum design</li> <li>• Partner feedback</li> <li>• Parental feedback</li> <li>• Staff feedback</li> <li>• H&amp;S meetings</li> <li>• Positive Behaviour Policy</li> <li>• Assemblies/photos/certificates</li> </ul>	<p>Development of the Learning, Teaching, Assessment and Moderation cycle</p> <p>Better use of a tracking system to support next steps and data gathering</p>	



pupils are given a sticker and certificate relating to the value that they are showing.				
<b>Quality of teaching</b>				
<p>Almost all staff are able to reflect on practice.</p> <p>All staff access and apply relevant findings from educational research to improve learning and teaching.</p>	<p>All staff use SCERTS to form the basis of learning for their pupils.</p> <p>Staff use a range of techniques for sensory and communication to enable learner participation and improve learning and teaching.</p>	<ul style="list-style-type: none"> <li>Teacher meeting minutes</li> <li>SCERTS profiles</li> <li>Planning</li> <li>Observation feedback summary</li> </ul>	<p>Focus on understanding of Milestones and smaller steps</p> <p>Joining up of planning from SCERTS, curriculum, IDL and CPM</p>	
<b>Effective use of assessment</b>				
<p>Analysis of planning feedback highlighted this as a key area for development requiring targeted support and improvement.</p>	<p>All staff recognise the critical role of assessment in informing next steps for learning; however, the current system has become inconsistent and</p>	<ul style="list-style-type: none"> <li>Planning feedback</li> <li>Observation feedback</li> <li>SLT discussions</li> <li>Teachers' meeting minutes</li> </ul>	<p>Creation of an assessment policy</p> <p>Creation of an assessment storage space</p> <p>A quality body of evidence needs to be developed to</p>	





	requires re-establishment. Staff have expressed a clear willingness to engage in this process and assume collective ownership for its improvement.		support assessment and judgements.	
<b>Planning, tracking and monitoring</b>				
<p>The majority of planning is proportionate and manageable and less than half identifies what needs to be learned and assessed. Tracking process are in place and less than half understand how to use effectively to secure improved outcomes.</p> <p>All teachers need to further develop data analysis skills</p>	<p>Planning is tailored to individual needs, with SCERTS targets informed by ongoing observation and assessment</p> <p>Tracking meetings held in November indicated that fewer than half of the teaching staff demonstrated a clear understanding of Milestones and progression pathways.</p> <p>Attainment</p>	<ul style="list-style-type: none"> <li>• Planning feedback</li> <li>• Tracking conversations</li> <li>• Attainment meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of new planning format</li> <li>• Implementation of new tracking system</li> <li>• Professional discussion time added to QA calendar</li> <li>• Begin to model data analysis to focus on improvement.</li> <li>• CPD around Milestones and curriculum progression</li> <li>• Sandra to lead IDL complex needs</li> </ul>	



to ensure a stronger focus on using evidence to inform improvement.	discussions in March, which focused on assessment and progression, revealed that fewer than half of the teachers had a clear understanding of next steps or how to effectively implement them. These findings prompted a strategic review of our Interdisciplinary Learning (IDL) approach and the broader delivery of our curriculum		<p>network working group</p> <ul style="list-style-type: none"> <li>Review of IDL curriculum and work boxes</li> </ul>	
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### QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)

Wellbeing				Insert QI Grade
Staff morale was significantly impacted by the bereavement of the previous Headteacher. In response, a staff team charter was collaboratively	<p>All staff report a positive change in the ethos of the school. Most staff report feeling consulted and more a part of the team.</p> <p>The number of</p>	<ul style="list-style-type: none"> <li>Staff HWB surveys</li> <li>PRDs</li> <li>Informal conversations</li> <li>CALM training record</li> <li>Individual pupil plans</li> <li>Response planning to team meetings</li> <li>Incident data</li> <li>HWB surveys</li> </ul>	<p><input type="checkbox"/> <b>Establish regular team meetings</b>, supported by a consistent meeting template to ensure focused and effective dialogue.</p> <p><input type="checkbox"/> <b>All staff have completed CALM training</b>, enhancing their</p>	<b>Good</b>



<p>developed to establish a shared ethos around professional respect and wellbeing.</p> <p>Regular debriefs were introduced to support reflection, emotional processing, and team learning following challenging incidents.</p> <p>Absence rates have decreased compared to the previous year, as detailed in section 2.1 (Safeguarding).</p> <p>The introduction of a Parent Support Officer (PSO), funded through Pupil Equity</p>	<p>incidents has reduced due to staff learning and better planning. Most staff are trained in CALM with all staff being trained by June 2026.)</p> <p>Staff morale around challenging behaviour is changing and staff have a better understanding of behaviour that challenges them.</p> <p>Parental responses and feedback have clearly demonstrated the positive impact of this service. One</p>	<ul style="list-style-type: none"> <li>• PRDs</li> <li>• Parental responses to questionnaire</li> <li>• CPM minutes</li> </ul>	<p>capacity to respond to behaviour that challenges.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Train staff teams in delivering structured debriefs</b>, promoting reflection and continuous improvement.</li> <li><input type="checkbox"/> <b>Revisit the team charter at each all-staff meeting</b> to reinforce shared values and expectations.</li> <li><input type="checkbox"/> <b>Sustain PEF funding for the Parent Support Officer (PSO)</b> to maintain high-impact family engagement and support.</li> </ul>	
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<p>Funding (PEF), has had a demonstrable impact on family wellbeing. Improved planning and increased staff understanding of behaviour that challenges have contributed to a notable reduction in recorded incidents. Furthermore, staff report feeling more confident, supported, and connected within the team.</p>	<p>notable example involved a child who, with Pauline's support, was able to undergo blood tests—an outcome the parent stated would not have been possible without assistance, expressing that she would not have managed alone.</p>			
<b>Fulfilment of statutory duties</b>				
<p>CP Wellbeing concern forms Health and safety meetings GIRFEC 2 hrs PE</p>	<p>A review of Wellbeing Concern Forms has been integrated into monthly absence meetings to ensure timely follow-up and accountability. A full</p>	<ul style="list-style-type: none"> <li>• Wellbeing concern Forms</li> <li>• CP Self-evaluation checklist</li> <li>• CPM minutes</li> </ul>	<p>Under GIRFEC guidance, significant events will now be recorded in pastoral notes to ensure clarity and relevance.</p> <p>Additionally, a system will</p>	



RME	Child Protection (CP) audit has been completed. Monthly Health and Safety meetings are conducted to ensure compliance and to monitor emerging behavioural concerns. Coordinated Planning Meetings (CPMs) continue to centre around the SHANARRI wellbeing indicators, ensuring a holistic approach to support planning.		be developed to document parental contact and contextual information that is not intended for inclusion in the formal chronology	
<b>Inclusion and equality</b>				
A draft Positive Relationships Policy was developed in consultation with most of stakeholders, ensuring it reflects shared values and contextual	Almost all parents responded positively to the revised approach to CPMs, with the most frequent comment being, 'I like seeing it all up there — it shows you really know my child.'	<ul style="list-style-type: none"> <li>• Parental feedback</li> <li>• CPM minutes</li> <li>• Trail of new GIRFEC paperwork</li> <li>• Feedback from Aiden Haughey re sports leaders</li> <li>• Feedback from Hermitage on value of inclusion</li> <li>• Verbal feedback from Learning Community colleagues on support provided</li> </ul>	Revamp of parental meetings during year- only 8% had an in-person meeting for Parents' Eve in May <ul style="list-style-type: none"> <li>• Stronger monitoring of CLPL and impact on Learning and Teaching</li> <li>• Managing ASL</li> </ul>	



<p>relevance.</p> <p>The CPM planning format was revised to align more closely with the principles of GIRFEC, ensuring a holistic and child-centred approach to support planning</p> <p>Some staff members have actively engaged in professional development, with some taking on leadership roles in Additional Support Needs (ASN) within the Learning Cluster to provide guidance and support to colleagues..</p>	<p>Pupils from Hermitage Park School have accessed our soft play facilities and participated in class activities, fostering inclusive experiences. In addition, Sports Leadership students from Leith Academy engaged in CLPL focused on Additional Support Needs (ASN) and took part in in-school learning opportunities</p>	<ul style="list-style-type: none"> <li>• Participation in Learning Community events</li> </ul>	<p>service for Learning Community</p> <ul style="list-style-type: none"> <li>• Contribute to LC Wellbeing Strategy</li> </ul>	
<p><b>QI 3.2 Raising attainment and achievement</b> (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)</p>				



Attainment in literacy and numeracy				Insert QI Grade
<p>SCERTS profiles provide evidence of progress in key areas such as communication and emotional regulation, with most pupils demonstrating measurable improvements over time. However, the current tracking system does not effectively capture this progress in a way that supports analysis or long-term planning.</p> <p><b>(SCERTS stats)</b></p> <p>The current tracking system does not show the progress the pupils are making over time.</p>	<p>The implementation of the SCERTS framework has enabled pupils to engage more effectively with communication opportunities and regulation strategies. Data gathered through this process has informed the development of new, individualised targets for the majority of learners</p> <p>Discussions with staff focused on clarifying the purpose of tracking and establishing a baseline understanding of their knowledge and confidence in using data to inform</p>	<ul style="list-style-type: none"> <li>• SCERTS levels</li> <li>• SCERTS paperwork</li> <li>• Data survey</li> <li>• Teachers' meetings</li> <li>• Tracking meeting feedback</li> <li>• Attainment meeting feedback</li> <li>• Observation feedback</li> <li>• New planning formats</li> <li>• Teachers' meetings</li> </ul>	<p>Fully implement the new tracking system to monitor progress more effectively</p> <p>Develop staff confidence in data analysis to inform next steps</p> <p>Co-construct a new reporting format in consultation with parents</p> <p>Strengthen alignment between SCERTS targets and planning documents</p> <p>Schedule regular cooperative planning sessions to promote shared pedagogy</p> <p>Facilitate discussions on bespoke, individualised learning pathways</p>	<p><b>Satisfactory</b></p>



<p>Focused observations in literacy and numeracy, followed by professional dialogue, revealed gaps in staff confidence and understanding of Milestones and progression. In response, bespoke planners were developed to better support individualised planning and progression tracking.</p>	<p>practice..</p> <p>Feedback from observations highlighted the need to strengthen staff understanding of Milestones and progression pathways to ensure more effective planning and assessment</p>			
<b>Attainment over time</b>				
<p>While systems for tracking attainment over time are in place, they are not yet effectively capturing or demonstrating learners' progress.</p>	<p>Some pupils are making progress over time.</p>	<ul style="list-style-type: none"> <li>Tracking documentation</li> </ul>	<p>Use of a more robust tracking system that tracks engagement and progress through Milestones and Early curriculum. (beyond if necessary)</p>	





Overall quality of learners' achievement			
<p>All learners' have experienced achievements over the course of the year.</p> <p>We have celebrated parental achievements as well.</p>	<p>Achievements have been recognised and celebrated through a range of channels, including WhatsApp communications, assemblies, verbal praise, stickers, photographs, and Coordinated Planning Meetings (CPMs).</p> <p>Drivers' licence, Post Grad ceremonies, getting out of bed</p>	<ul style="list-style-type: none"> <li>Whatsapp messages</li> <li>Assembly photos</li> <li>Certificates</li> <li>CPMs</li> <li>Pastoral notes, messages, photos</li> </ul>	<p>Establish a system to track and collate wider achievements, as valuable information is being shared informally but is not yet consistently recorded</p>
Equity for all learners			
<p>Exclusion rates are 0%</p> <p>Inclusion is successful for all</p> <p>Through Active Edinburgh, our pupils have participated in</p>	<p>Not one exclusion this year</p>	<ul style="list-style-type: none"> <li>Exclusion data</li> <li>Photos,</li> <li>Parental letters</li> <li>At the start of the year, Pauline supported a pupil who was initially unable to attend school. His attendance improved from 43% in August to 100% from October onwards. This</li> </ul>	<ul style="list-style-type: none"> <li>Continue to train staff on understanding behaviours that challenge</li> <li>Continue and refine debriefs</li> </ul>



Dance festivals, tennis, basketball, Pantomime Parent Officer supports parents with attendance.		intervention had a significant positive impact on the family's quality of life, as noted by the parent during a Coordinated Planning Meeting.		
<b>QI 2.1 Safeguarding and Child Protection</b> (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
<b>Arrangements for safeguarding, including child protection</b>				<b><i>Insert QI Grade</i></b>
Safeguarding procedures at Prospect Bank are firmly rooted in national and local guidance. All staff have access to current safeguarding policies in both digital and physical formats, and child protection (CP) training is embedded into the annual calendar. A comprehensive self-evaluation of CP procedures was	Local and national guidance available to all staff in staffroom and office. CP training for all staff took place in August. All folders updated to reflect current Edinburgh guidance on safeguarding.	<ul style="list-style-type: none"> <li>• CP training register</li> <li>• Files</li> </ul>	<ul style="list-style-type: none"> <li>• QA CP training- Microsoft Form</li> <li>• Change of use of pastoral notes starting Aug 2025</li> </ul>	<b><i>Good</i></b>



<p>undertaken in September to ensure continued compliance and effectiveness.</p> <p>CP documentation has been reviewed and updated in line with City of Edinburgh Council's most recent guidance. Training records confirm that all staff participated in mandatory CP training in August 2024.</p>				
<b>Arrangements to ensure wellbeing</b>				
<p>Parental support to help with parental wellbeing which has a direct impact on children</p>	<p>Pauline's support to families has been invaluable. From home visits, support visits to agencies, holding care meetings, regular</p>	<ul style="list-style-type: none"> <li>Parental feedback</li> </ul>		



<p>HWB surveys were sent out twice per year.</p> <p>Senior Management have an open-door policy where anyone can come and discuss any problems they have.</p> <p>Almost all attendance rates have improved from 2023-24 to 2024-2025</p>	<p>check ins. Results from survey and comments show that almost all staff are content and happy within their role.</p> <p>A few staff have been referred to OH for counselling for personal problems. SLT have been flexible with deadlines and expectations according to individual circumstances. PSA absences stayed roughly the same with a decrease in 3 episodes, but an increase in 38 days lost, teacher absences reduced by 202 days lost and nurse absences reduced by 10 episodes of absences. All of this</p>	<ul style="list-style-type: none"> <li>• HWB surveys</li> <li>• Informal discussions</li> <li>• PRDs</li> <li>• HWB surveys</li> <li>• Attendance stats</li> </ul>		
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	has had a positive impact on morale.			
<b>National guidance and legislation</b>				
All staff are aware of national guidance and legislation.	Initial responses from the QI 3.1 quality assurance exercise indicated that many staff felt unfamiliar with national and local guidance. However, during the May In-service, staff were reminded of their existing knowledge of key frameworks, including GIRFEC, Child Protection procedures, and guidance relating to care-e	<ul style="list-style-type: none"> <li>• CP training</li> <li>• May In-service blurb</li> </ul>	CP training for all staff Aug  Calendar of mop-up training to be established in Learning Community	
<b>QI 2.2 Curriculum: Theme 3 Learning pathways</b>				
Planning evaluations conducted in October revealed that most staff lacked clarity around the purpose	All stakeholders developed a curriculum rationale to help understand why we do the activities that we do.	<ul style="list-style-type: none"> <li>• Curriculum rationale</li> <li>• Planning documents</li> <li>• Teachers' meetings</li> </ul>	Further explore the role of Interdisciplinary Learning (IDL) in meeting the diverse needs of our learners, with a focus on developing more individualised approaches	<b>Satisfactory</b>



<p>of our curriculum. In response, a collaborative process was undertaken to develop a clear and contextually relevant curriculum.</p> <p>Following the initial planning evaluations and classroom observations, our Literacy and Numeracy planning formats were revised to better support progression and consistency. A revision of our planning for Literacy and Numeracy was completed after the first set of planning evaluations and observations were done.</p>	<p>As a teaching team, we reviewed a range of planning documents from across Scotland and collaboratively developed a bespoke planning framework tailored to Milestones and Early Level learners</p>		<p>that support effective preparation for life beyond school.</p>	
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QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
<p>Most parents have played an active and meaningful role in sharing and supporting their children's learning within the school environment</p> <p>In 2025/26, the Parent Support Officer (PSO) significantly enhanced parental engagement—doubling the number of home visits, supporting a 29% increase in parent visits to school, assisting 68% more families during Coordinated Planning Meetings (CPMs), and increasing attendance at coffee mornings by</p>	<p>Parents have participated in events such as coffee mornings, Parent evenings, CPMS, Winter Family Lunch and Spring Fling, 50<sup>th</sup> Bday party and Sports Day.</p> <p>We have received comments such as, 'Her visits to the house helped in so many ways', 'Great service!', 'Having Pauline in place as a PSO has been invaluable to the parents...' 'Very grateful for the gap she bridges between parents and school as well as other agencies.</p> <p>Our youngest children</p>	<ul style="list-style-type: none"> <li>• Tracking document</li> <li>• Parental feedback</li> <li>• Photos</li> <li>• Whatsapp</li> <li>• Parental comments</li> <li>• Parental Survey</li> <li>• Friends of Prospect Bank minutes</li> <li>• Photos of playground, 50<sup>th</sup> birthday, Sports Day</li> </ul>	<p>Expand support of parental group to Leith Learning Community</p> <p>Provide more support sessions to families</p> <p>PSO to deliver training to families</p> <p>PSO to develop relationships with new parents</p> <p>Source funding sources for events</p> <p>PSO to support Learning Community PSOs and support with training</p>	<p><b><i>Insert QI Grade</i></b></p> <p><b><i>Very good</i></b></p>



<p>38</p> <p>We have raised over £34,000 for a new playground. Spifox and Wooden Spoon have been big contributors.</p> <p>We celebrated our 50<sup>th</sup> birthday at Prospect Bank. Costco donated £500 for food, Grant Stott cut the cake and staff gave up their own time to support the celebrations. Fire and Police attended the event with their vehicles for the pupils.</p> <p>The Rotary Club has donated £300 to a Parent Lunch</p>	<p>now have access to regulation equipment to help support co-regulation in school.</p> <p>Positive feedback received from old and new staff, pupils and families</p> <p>Parents have opportunities to share lunch with their child, engage socially, and actively participate in their child's learning within the school setting</p> <p>Our pupils had valuable opportunities to experience success and engage with the wider community through a range of wider achievement activities, including the Christmas pantomime, ASN</p>			
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<p>at Sports Day.</p> <p>Children from the Leith Learning Community have participated in reverse inclusion, sports training and volunteer opportunities.</p> <p>Our children were able to attend the Christmas Panto thanks to the generosity of Cash for Kids.</p> <p>3 members of staff from the Leith Learning Community joined our Sign-along CPD.</p> <p>A play therapist was employed to support a few of our pupils with their</p>	<p>sports clubs, and the school's 50</p>			
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wellbeing and regulation of their sensory needs. She also offered staff 1:1 sessions for their own wellbeing.				
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**Conclusion:**

Prospect Bank School has demonstrated significant progress across key areas during the 2024–25 session. Through strengthened leadership, purposeful collaboration, and the implementation of a shared vision and values, the school has begun to rebuild and redefine its identity following a period of profound change.

High-quality relationships remain at the heart of the school’s ethos, forming the foundation for learner engagement, wellbeing, and inclusion. Staff are increasingly confident in reflective practice and professional dialogue, and this is now being translated into improved planning, assessment, and curriculum coherence.

The introduction of a permanent Headteacher, a renewed emphasis on planning and tracking, and more robust engagement with families have all contributed to a positive shift in culture. The continued focus on professional learning, interdisciplinary practice, and assessment will further strengthen the school's capacity to raise attainment and deliver high-quality outcomes for all learners.

As Prospect Bank looks ahead to 2025–26, the school is well-positioned to build upon its progress, deepen curriculum innovation, and sustain inclusive, learner-centred practices within a nurturing and aspirational learning community.