School Information	
School/Establishment	Prospect Bank School
Head Teacher	Sandra Craig
Link QIEO	Ani Lawrence

School Statement: Vision, Values & Aims, Curriculum Rationale

At Prospect Bank, our vision is for all learners to:

- Become competent and confident social communicators
- Have effective supports and strategies in place to maintain a well-regulated emotional state
- Have secure and trusting relationships with adults who support them
- Have help to cope with everyday stresses enabling them to be most available for learning and interaction

Our school values are Safe, Kind, Curious and Ready. These values reflect the key areas of focus to support our pupils when they are dysregulated.

At Prospect Bank, we use the SCERTS Model alongside Curriculum for Excellence to ensure we are 'getting it right for every child.' We provide regular opportunities for our pupils to experience success, be effective contributors, confident individuals, and responsible citizens. We do this through our curriculum, opportunities for applying skills to real-life situations and contextual learning where possible. The work we do with our partners and community also contribute to the success of our learners. Our aim is for our learners' to be able to **communicate**, **regulate** and **participate** to the best of their ability throughout their life.

Three Year School Plan for Improvement			
Quality Indicator	**2024-2025**	**2025-2026**	**2026-2027**
1.3	~~To embed the use of data to make informed decisions for our pupils and their families.~~ strategically changed after Oct in-service Create a new set of values, ethos and curriculum rationale for Prospect Bank	1) To develop agency for all staff which leads to improved capacity for leadership and all aspects of school life.	Staff leading on areas of development within the SIP and within the school, which have a direct impact on Learning and Teaching.
2.2/2.3	~~To review, analyse and adjust/create effective policies and procedures related to using data for improvement- changed after first set of observations and planning QA-~~ Create a planning system that captures progression and smaller steps of Milestones Curriculum for Maths and Literacy	2) Practitioner Enquiry into the planning and delivery of IDL. 3) Develop a Learning, Teaching and Assessment strategy and policy reflected by the individualisation of the Learning, Teaching and Assessment Moderation system unique to Prospect Bank.	4) Implement IDL curriculum approach 5) Analysis of data from tracking document
3.1	Staff will embed inclusive communication within their daily practice.		
3.2	Staff wellbeing to be addressed to improve staff absence rates and satisfaction of job.		
Additional QIs	2.5 Family Learning 1.1 Self -evaluation for self-improvement	2.7 Partnerships 1.4 Leadership and management of staff 2.2 Curriculum	2.6 Transitions 2.2 Curriculum

Improvement Priority 1	
Priority	To develop agency amongst staff to enable a cohesive working environment that is organised, solution-focused and has the pupil at the heart of all decision-making.
Person(s) Responsible	Sandra Craig/Val Watt
Next Steps from Standards and Quality Report	• Collaborative planning sessions to be implemented in QA calendar. • Developing staff leadership capacities through PRD process • Review of team charter in Aug 2025 • Coaching CPD for all members of team • Creation of a minute for team meetings • Creation of focus groups throughout the year for each QI instead of doing it all in one day • Relevant CLPL for staff to improve Learning and Teaching

HGIOS 4 QIs	**NIF Priority**
QI's/Themes **1.2- Leadership of Learning** • Professional engagement and collegiate working • Impact of career-long professional learning • Children and young people leading learning 1.4- Leadership and Management of Staff • Governance framework • Building and sustaining a professional staff team • Staff wellbeing and pastoral support	NIF1: • Placing the human rights and needs of every child and young person at the centre of education

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
• Some support staff have reported their frustration with the lack of planning and understanding of next steps. This directly impacts staff wellbeing. • All teaching staff have reported that they have never been given tools to lead a team. They feel ill-equipped to manage conflict and expectations.	• More CLPL relevant to curriculum areas in complex needs • Coaching training to support team meetings • Staff having more responsibility for their pupils • Joint planning sessions to support each other • CLPL on leading a team • CLPL on debriefs	• CAT Sessions on Coaching techniques for team meetings (SMT and staff- June 26) • Specific session on what the role of a teacher is in a bigger team- create what does a good team leader look like (Aug in-service- SMT) • Aug inset day- survey on coaching techniques (SMT Aug 25) • Create team meeting minute to be handed in every week. (Aug 2025- Sandra) • HWB survey to include question about feeling part of a team. (Nov/March- SMT) • Minute of debriefs to show different staff members supporting this. (Teachers- weekly) • Staff refer to the Teachers' Charter on Leadership to ensure improvement in their self-development.	• All staff participate in regular team meetings. • All staff have access to relevant CLPL and report back to staff on what has been learned. • Support staff will feel they are part of the team and understand what is expected for each child. • CLPL will be relevant and improve practice. • Staff will deliver their own debriefs for each other. • All staff will report an increase in awareness of the Leadership aspect of the Edinburgh Teachers' Charter.	• Before/After questionnaire on staff confidence in coaching techniques (leading a team) • Minutes from team meetings • Record of CLPL and impact • Attainment meetings analysis and discussion- • Observation feedback • Planning feedback • HWB surveys • Debrief minutes • Staff survey on Teachers' Charter

Evaluation (January, May)

Improvement Priority 2	
Priority	To understand and create a Learning, Teaching and Assessment Moderation (LTAM) Cycle that is unique to Prospect Bank.
Person(s) Responsible	Sandra Craig/Val Watt
Next Steps from Standards and Quality Report	**Planning** • Implementation of new planning format • Professional discussion time added to QA calendar • CPD around Milestones and curriculum progression **Assessment** • A quality body of evidence needs to be developed to support assessment and judgements. **Tracking** • Implementation of new tracking system • Begin to model data analysis to focus on improvement. • New reporting formats to parents in consultation with them • Create a system of tracking and collating wider achieve. Lots of information being exchanged, but not necessarily captured

HGIOS 4 QIs	NIF Priority
2.3 Learning, Teaching and Assessment • Learning and engagement] • Quality of teaching • Effective use of assessment, planning and tracking **3.2- Raising attainment and achievement** • Attainment in literacy and numeracy • Attainment over time • Overall quality of learners' achievement • Equity for all learners **2.4 Personalized support** • Universal support	• **Closing the attainment gap between the most and least disadvantaged children** • **Improvement in attainment, especially in numeracy and literacy**

• Targeted support • Removal of barriers to learning **1.1 Self-evaluation for self-improvement** • Collaborative approaches to self-evaluation • Analysis and evaluation of intelligence and data • Impact on learners' successes and achievements	

Key Issue/Challenge (why?)	**What will solve the Issue/Challenge (what?)**	**Implementation Activities (how, when and who?)**	**Outcomes (what does success look like?)**	**Measurements (how will you know?)**
Feedback from self-evaluation exercises relating to Qis 1.3, 2.3, 3.2 and from observations and professional dialogue relating to tracking and attainment have shown a lack of understanding of how the Moderation Cycle works.	A better understanding of what good practice at Prospect Bank looks like for each stage of the Learning, Teaching, Assessment and Moderation Cycle. LTAM) We aim to increase our understanding of standards and expectations for our pupils. All staff have an equal voice in the development of the LTAM Cycle. (what does it look like for teachers, support staff, partners, parents and learners) All staff need to have a better understanding of how to collate robust data and use this data to inform practice	• CPD around moderation cycle and how it relates to Prospect Bank. Use of CAT sessions led by QIO or SMT)(Oct 2025- QIO) • Creation of a what is best practice for Prospect Bank for each section of moderation cycle. Use the NCNN for support. Achieved through CAT sessions and focus groups throughout the year. (June 2026- all staff) • Development of a strategy group of all stakeholders to lead the design and implementation of LTAM model. (October 2025- Staff) • Implementation from St Crispin's tracking system. Val to lead over the year. (Sept 2025)	• Staff planning will show next steps and progress in learning each term • Staff attainment discussions will reflect understanding of current level, steps needed to get to next level and ideas on how to do that. • Improvements in attainment will be seen through tracking document. • Parental reports will be done Dec/June with more specific data and visuals to show progress. • Collegiate planning sessions will see rich discussion, sharing of ideas and resources and sharing of good practice. • With a visual, staff can describe the moderation cycle and what each	• Sample of staff planning with general feedback • Analysis of attainment discussions • Tracking system • Parent survey to gauge satisfaction with new report format • QA Calender • PRDs • Staff surveys

		• Adaptation of reporting system which reflects the request for clarification in simple terms of progress made. SLWG to design in conjunction with parents. Teacher to lead- Nov 2025) • Implementation of Leuvan Scale for all learners. (Sept 2025) • Creation of Learning, Teaching and Assessment Policy in line with Prospect Bank LTAM approach. (June 2025- all staff) • Addition of area for EAL, Care-experienced and SIMD ½ on attainment discussions (Aug 2025- Sandra) • Staff use the Edinburgh Teachers' Charter to self-evaluate their progress with Learning, Teaching and Assessment • Opportunities to upskill staff on collation and interpretation of data during our bi-weekly planning sessions, attainment meetings and CPD	step looks like at Prospect Bank. • All staff will feel more confident (6 or above on a scale of 1-10) using the Leuven Scale to support discussions about level of engagement and using this data to inform planning. • All learners will make progress within the St Crispin's Tracking system incorporating the Leuvan Scale • All teachers will report an increase in awareness of the Teachers' Charter pertaining to Teaching, Learning and Assessment. • All staff will report an increase in understanding of use of data to inform practice.	

Evaluation (January, May)

Improvement Priority 3 (if applicable)	
Priority	To develop practitioner enquiry in the delivery of IDL.
Person(s) Responsible	Sandra Craig/Val Watt
Next Steps from Standards and Quality Report	**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.**

HGIOS 4 QIs	NIF Priority
2.2- Curriculum • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work **1.2 Leadership of Change** • Developing a shared vision, values and aims relevant to school and its community • Strategic planning for continuous improvement • Implementing improvement and change	• Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people; and • Improvement in achievement

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
Not all activities that the pupils undertake have a focus on development of skills or progression. Our IDL has no progression pathways and few links to skill development. All children do the same topic, which is largely chosen by the teacher. CPM targets are not linked to the school day and sit separate	• Robust planning and a deeper understanding of the steps to success for learners. (LI and SC) • IDL that is individual and focused on skill development for independence in adulthood and addresses CPM actions.	• Audit of all activities offered at Prospect Bank and link to curriculum and skill development. (Sept 2025- teacher TBC) • Introduction of a meaningful format of LI and SC for pupils and staff. (Teachers/SMT Dec 2025) • Creation of individualised planning formats for individual learners based on assessment, observation, CPMs and family input. (skills, independence, language, regulation, safety, preparation for leaving high school) (Staff June 2026) • Creation of learning pathways for our pupils (Staff/SMT June 2026)	• Each activity that is planned has a purpose, clear idea of why the activity is being undertaken and criteria to say what success looks like for each pupil. • Individualised planning format for individual learners based on assessment, observation, CPMs and family input. • Each pupil will have a clearly defined pathway of learning that is leading to a communicative, regulatory curriculum that meets their individual needs. • Practitioner Enquiry evaluations will show progress and pros and cons of IDL system	• Observations • Staff discussions • Planning feedback • Individualised planning documents • Summary of practitioner enquiries

Evaluation (January, May)