

School Information	
School/Establishment	Prospect Bank School
Head Teacher	Sandra Craig
Link QIEO	Iain Hutchinson

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.	1) To develop agency for teaching staff to provide supervision to ensure wellbeing and reduce stress.
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.	2) Embed the Learning, Teaching and Assessment strategy and policy reflected by the individualisation of the Learning, Teaching and Assessment Moderation system unique to Prospect Bank. 3)To moderate our understanding of SCERTS levels within Edinburgh Council.
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.		4) Develop meaningful observation skills for staff to better inform assessment of progress and next steps in learning and gather evidence in a manageable way.
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 for teaching staff to provide supervision to ensure wellbeing and reduce stress, which directly has an impact on pupils and their achievements.
Person(s) Responsible	Rebecca Dowey
Next Steps from Standards and Quality Report	• CAT sessions for Supervision Programme • WTA time for supervision programme

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: • Improvement in children's wellbeing

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?)
Teaching staff continue to report the stress that the job can have and find it difficult to deal with the competing pressures of the job.	Introduction of supervision programme	- Consultation with staff - CAT sessions on supervision- throughout year - WTA time for supervision- June 2026 - Support from Isla Ross- Sept 2026 - Evaluation of impact of supervision programme - Meetings with core group to role out programme	- All staff will report that the sessions have reduced their stress levels. - All staff will report that they have found the intervention effective and helpful. - Staff feedback will show that the programme should be rolled out to all staff. - Absence information will reflect less leave for stress reasons	- Before/After questionnaire - Staff HWB surveys - Teachers' meeting minutes - Absence data

Evaluation (January, May)

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Improvement Priority 2	
Priority	Embed the Learning, Teaching and Assessment strategy and policy reflected by the individualisation of the Learning, Teaching and Assessment Moderation system unique to Prospect Bank.
Person(s) Responsible	Sandra Craig/Val Watt
Next Steps from Standards and Quality Report	<u>Planning</u> • Continue with planning formats • Professional discussion time added to QA calendar • Moderation of SCERTS levels • Use of LI/SC to support L&T <u>Assessment</u> • A quality body of evidence needs to be developed to support assessment and judgements through observations in an electronic form • Meaningful observations to be used to support assessment and judgements <u>Tracking</u> • Continue with new tracking system • Continue to model data analysis to focus on improvement. • Meaningful attainment meetings with recording of progress

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	• Closing the attainment gap between the most and least disadvantaged children • Improvement in attainment, especially in numeracy and literacy

2.4 Personalized support

- Universal support
- 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?)
The LTA&M cycle unique to Prospect Bank has been created. This now needs to be embedded in practice. Assessment is still being developed within the cycle. Collection of meaningful evidence remains a barrier. Data collection needs to be defined and understood by all. Need to moderate our understanding of SCERTS levels.	A better understanding of how meaningful observations can contribute to our assessment and attainment information. A better understanding of how other professionals interpret the SCERTS levels to improve our own understanding Clear guidance developed around data collection, interpretation and next steps.	• Moderation activities with other schools within Edinburgh for SCERTS levels- June 2026 • CPD on use of electronic format of floor books • Implementation of attainment meeting agendas and discussions • QA of observation data • Development of appendix on data for LTA Board for special schools	• Evidence collected in digital format will show impact of activity and next steps and help to inform planning- will show added value • Staff will feel more confident in understanding the SCERTS levels • Attainment meetings will show the progress the pupils are making, areas that have not been covered and discuss next steps in planning. Staff will feel confident in participating in these and find them helpful. • Clear understanding of what data we use, why we use it and how we use it for improvement.	• Before/After questionnaire on SCERTS • Before/After questionnaire on attainment meetings • Evidence of attainment over time • Self-evaluation of 3.2 by all staff • QA activities will show strong LI/SC, individualised planning, impact of evaluations and assessment information • Feedback from staff on usefulness of observations • Confidence in teachers explaining about SCERTS levels.

			• Data will show a 10% improvement in achieved SCERTS targets, 25% decrease in partially achieved targets and 2 % decline in not achieved targets. (2025-26 data: Achv: 56%, Part achv: 75%, Not achv: 3%) • Move from Satisfactory to Good to 3.2	
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Evaluation (January, May)

Improvement Priority 3 (if applicable)

Priority	Develop meaningful observation skills to inform attainment, achievement and collect evidence in a manageable way
Person(s) Responsible	Sandra Craig/Val Watt
Next Steps from Standards and Quality Report	• Develop an electronic format of a floor book to record evidence of achievement and progress • Develop observation skills to record progress • Develop meaningful attainment meetings to examine data and ensure we continue to challenge our pupils

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	• 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 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?)
Floor books were not effective as cannot travel with the pupils year on year. Our pupils are making great progress, but our data does not reflect this. How can observations help support this?	- Electronic format of recording evidence - Training in meaningful observations for all staff - A better understanding of how meaningful observations can contribute to our assessment and attainment information.	- CPD by Learning team around meaningful observations- Oct 2026 - Trialling of observation formats- Oct 2026- March 2026 - Training on Keynote or another form of electronic evidence base - Collect feedback from staff, pupils and parents regarding impact of electronic form of evidence gathering - Discussion with QIO and NCCN Network to determine what data is useful to Prospect Bank- add this to our assessment policy - Work with LTA board to produce an appendix for council-wide guidance for special schools - CAT sessions for observations - Visits for some staff to other nurseries	- All staff will report more confidence in participating in meaningful observations. - Almost all staff, parents and pupils will report that they find the new format of recording evidence easy and fit for purpose. - Data that is gathered will show progress - Attainment meetings and QA activities will show strong use of observation to support teacher judgements - Staff will feel empowered to enhance/change practice within the classroom	- Before/After Questionnaire on observations - Feedback form or minute - Parental group feedback - Pupil council feedback - Tracker - Attainment meeting minutes - Electronic Floor books - CAT calendar

Evaluation (January, May)

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