



School Name Prospect Bank School

Standards and Quality Report 2025-26

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.

Our SIMD information is not reflective of the pressures families face at Prospect Bank. Our parents report that it is the disability that is hardest and then financial pressures. We also have families who are living in decile 10 but it is temporary accommodation as they are homeless. A



figure that is relevant to our school is that 28/48 receive free clothing grant.



Standard and Quality Report 2025-26

School				
What have we done? (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)	How well are you doing? What's working well for your learners? (Consider the full QI, self-evaluative statements against each theme)	How do you know? What evidence do you have of positive impact on learners? (What evidence do you have? Quantitative or qualitative data to support.)	What are you going to do now? What are your improvement priorities in this area? (Identify a few next steps linked directly to progress and impact for this area/priority)	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)				
Developing a shared vision, values and aims relevant to the school and its community				Insert QI Grade
In 2024-25, we engaged most stakeholders in the co-construction of a refreshed vision, values, and aims, alongside a curriculum rationale reflective of our	Values are celebrated at assembly and report formats now reflect communicate, participate and regulate. Planning formats also reflect these areas of the curriculum.	• Values poster • Curriculum rationale poster • Consultation Microsoft Forms • Minutes from Pupil Council • Assembly certificates • Values display • Planning formats • Report formats • Observations • Incident reports	Ensure curriculum and planning reflect the motto of communicate, regulate and participate Review vision and values with parents to ensure it is still relevant through coffee mornings	Very Good



unique school context. This is now embedded within all communication and 'communicate, regulate and participate' (CRP) has become our motto for progress. The vision and values are consistently reinforced Our partners are aware of our slogan and work alongside us to ensure that they support the development of CRP.	Oral feedback from staff was positive and informative. Through observations and tracking of incidents, we have seen that almost all of our pupils are more regulated and engaged in their learning due to the specific focus of the activity based on CRP.	• In-Service agenda • Suggestion sheet from Mel • Monthly meeting minutes with Speech • Feedback from parents around PSO support • Incident Reporting Spreadsheet •	• Embed CRP into letterhead and communication	
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	We now have 17 pupils using high tech AAC compared to 10 last year. We purchased and have had input from our OT on the SENSIS frame to support regulation. All pupils access this for regulation when needed. Our Parent Support Officer has worked hard to ensure our families have the support needed so that they and their child can participate in life as fully as possible. This includes access to funding, respite, holidays and in-home support. We work closely with our social work colleagues as well and Seaview. (respite)			
Strategic planning for continuous improvement				
The Senior	Use of QA has	Feedback sheet from	Engage Parent Council	



Leadership Team (SLT) have used Quality Assurance to get a bigger picture of where the school is currently at and made plans for improvement. All staff can participate in a self-evaluation of 2.3, 3.2 and 1.2. Conditions have been set to ensure staff feel confident to initiate change. All staff have enhanced their leadership capacity to include all of the team in planning opportunities for pupils.	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. All staff have a collaborative and collegiate approach to improvement and discuss change and impact during teacher meetings and class team meetings, as well as in-service days. The development of team meetings and an agenda has helped teams focus on roles and responsibilities. It has also empowered staff to feel more	observations • Feedback sheet from planning • Feedback sheets from tracking and monitoring discussions • Minutes from Teachers' meetings • Minutes from Inservice days • New planning formats • Feedback from staff (Jan) for team meetings • Self-evaluation exercises- all staff, focus group • Team meetings • Minutes from Teachers' meetings • QA calendar • Positive posters • Minutes from in-service • Minutes from teachers' meetings • Reports to parents • Parental feedback	formally in self-evaluation process Move 3.2 from Satisfactory to Good by ensuring robust tracking system and relevant information tracked. Continue planning meetings into WTA.	
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School strengths and areas for development are shared with staff. We continue to work with our Learning Community to moderate and share information relevant to ASN. We continue to work with School Improvement Partnerships to take feedback for improvement.	involved and understand what is going on and why. Feedback given to all staff about change in self-evaluation grading of 2.3 from satisfactory to good/very good. Feedback from all staff was that the session with Craigentenny was very useful and these are to continue. We participated in a council-wide audit of Child Protection Procedures and also of Behaviours of Concerns audit. Both audits were successful with little to no recommendations for	Audit feedback	Put calendar dates for moderation with ESB of Craigentenny into school calendar.	
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	improvement.			
Implementing improvement and change				
SLT have managed to form an active parent council, allowing the parents to have a stronger input into school and the wider community. Stakeholders have created, delivered and evaluated the School Improvement Plan for 2025-26. We have worked with our EAL colleagues to engage our families where English is not their first language. All staff are committed to change which	Participation in parents engaging with Pauline, our PSO has doubled this year. We have better understanding of our families' backgrounds and also engaged with interpreters to provide understanding of autism to support families.	• Staff team charter • Debriefs • HWB surveys Oct/May • Self-evaluation exercise May Inservice • Oral feedback from self-evaluation exercise in Jan/May Inservice • Enrolment meetings • Interpreter bookings • Standards and Quality Report 2024-25	• To provide supervision for teaching staff to support wellbeing. Rebecca to lead on this. • To formally include Chair of Parent Council in the SIP. • To provide links to interpretation services in all communications via a QR code.	



results in improvements for learners. We have successfully achieved all of our priorities for the school improvement plan this year.	Our SIP has supported us to go from satisfactory in (2.3)T&L to good, 1.3 from Good to Very Good, 2.1 Safeguarding from Good to Very Good and 3.1 from Good to Very Good.			
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)				
Learning and engagement				Insert QI Grade
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	Relationships are at the heart of what we do. This is reflected in the 74% decrease in incidents of pupil on staff from 2024-25. (176) to this year (45). Students feel a sense of pride when they receive their certificate in assembly. You can see this through observation. Parents	• Vision, values • Curriculum design • Partner feedback • Parental feedback • Staff feedback • H&S meetings • Positive Behaviour Policy • Assemblies/photos/certificates	Embedding the Learning, Teaching, Assessment and Moderation cycle Better use of a tracking system to support next steps and data gathering	Good



safety, which is essential for our learners to engage meaningfully. When children are regulated and feel safe, all children are fully engaged and motivated to learn. All staff have adapted the learning environments to meet the needs of	have also sent in photos to help us celebrate achievements out of school. When staff are able to find the window of tolerance, all pupils are able to engage and participate fully. All staff are able to support our pupils to regulate in order to access learning. They are exceptional in recognising and meeting the various needs of multiple individuals. Staff know our pupils well and can therefore meet their needs. The use of space within the school is maximised to benefit the needs of			
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pupils.	children. The use of quiet and calming spaces to soft play and playground spaces for those needing movement are all well-managed. Individual needs are met through timetables, 123 strips, sensory activities, working towards, first/then, intensive interaction. The set up of classes has also been successful this year with the sensory class/communication class and more of a life skills class.		Create more opportunities for outdoor learning.	
Quality of teaching				
All staff use SCERTS to form the basis of learning for their pupils. Almost all staff have	Almost all learners experience very good lessons most of the time. Staff are very creative in providing unique and engaging opportunities for pupils to learn.	• Teacher meeting minutes • SCERTS profiles • Individual planning formats • Planning • Observation feedback summary	Find a way to evidence impact of L&T is having on pupils (tracking document refined, attainment meetings have an impact, meaningful observations)	



implemented LI/SC into lessons to support learners with an understanding of the purpose of an activity. All staff access and apply relevant findings from educational research to improve learning and teaching.	Staff use a range of techniques for sensory and communication to enable learner participation and improve learning and teaching. Observations in March showed that almost all staff have successfully implemented LI/SC into their daily practice.			
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Effective use of assessment				
We have implemented the tracker of Milestones and staff report that the information is useful from this tracker to show progress. We continue to work on moderation of a SCERTS level and are working with Edinburgh colleagues to	All staff recognise the critical role of assessment in informing next steps for learning and have taken collective ownership of collecting data to inform progress. This comes from the tracker, attendance, SCERTS targets. We have trialled different versions of attainment discussions and have agreed on one going forward.	• Planning feedback • Observation feedback • SLT discussions • Teachers' meeting minutes • Assessment policy • Attainment discussion template • Tracker • ACEL data Reading: 23-Milestones 12-0,1 8- 0.2 3-0.3 2-1.1 1-1.2 Writing: 28 Milestones 9- 0.1 8-0.2 2-0.3 1-1.1 1-1.3 T&L	Continue to work with authority to develop a suitable tracker Plan moderation events (SCERTS levels) with other schools (2/yr)	



strengthen this area of professional judgment. We looked at breaking SCERTS levels into smaller steps, however this was too big of a task. Staff found it more beneficial to discuss pupils and ideas. This will continue next year. Our ACEL data helps provide information for assessment.	The data currently gathered through ACEL has little impact on our L&T as it does not reflect the progress that the pupils are making. We are looking to improve this next year. Almost all staff use the appropriate method to ensure understanding. The implementation of SC has helped with this. Some pupils use	27- Milestones 6-0.1 12-0.2 2-0.3 1-1.1 1-1.2 Numeracy 23- Milestones 17-0.1 7-0.2 1-0.3 1-1.1 •		
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We have created an assessment policy to support gathering and interpreting data. This includes bi/yearly assessment discussions.	visuals, some are able to give feedback and some adults interpret the behaviour of pupils and comment for them on the activity. This allows staff and pupils to understand what has been learned or achieved after each activity. Positive praise is always given across to the school to all pupils.			
Planning, tracking and monitoring				
Planning formats are individual to the teacher, reflecting their neurodiverse way of planning. We have agreed the	Planning is tailored to individual needs, with SCERTS targets informed by ongoing observation and assessment	• Planning feedback • Tracking conversations • Attainment meetings • Floorbooks • Floorbook guidelines • Observation feedback	Finalise the assessment part of the LTA cycle for Prospect Bank with QIO.	



principles of planning and each plan must show this. The use of floorbooks has supported the collection of evidence to inform judgements. This has been useful, however we will move to digital next year. A new planning format was established with all staff to better reflect and plan for high quality learning and teaching. This takes an IDL approach to learning with specific focus time for maths and literacy skill	Almost all staff have implemented the floorbooks as a way to gather evidence of progress and created guidelines to ensure consistency. All classes have a floorbook. This has been useful, however still does not meet the individual needs of our learners. We will move to a digital platform next year that will follow the child through their learning journey. All staff understand what the purpose of the activity is and what success looks like for that individual child. The planning fits into the LTM cycle that we	• LTA Cycle • Workbox planning	Move to a digital format for gathering evidence Embed planning formats	
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development. The staff would like to continue with this format for next year. All teaching staff contributed to a Learning, Teaching and Assessment Cycle unique to Prospect Bank that has been created to support better understanding of learning and teaching.	have completed for Prospect Bank. Almost all learning experiences are relevant, creative and engaging. Workboxes continue to focus on specific maths and literacy skills which are then generalised in an IDL approach. We continue to explore IDL with Sandra still participating in the CIC IDL working group. The LTA cycle has supported all staff to better understand how assessment, evaluations, planning and moderation support better learning and teaching experiences for our children. All staff report a better understanding and all staff improved on the observation feedback			
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	from last year.			
QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)				
Wellbeing				Insert QI Grade
All staff understand the importance of health and wellbeing and this is reflected in our school ethos and curriculum. All staff have strong relationships with parents and carers and work together to support the wellbeing of the child and the family. All pupils are supported to co-regulate or self-regulate to ensure their safety and the safety of others.	Staff use SCERTS to focus on supporting children to regulate and communicate. This then allows them to participate. Because staff know the children so well, they are able to adapt plans and provide support as and when is needed. This allows parents support directly from the school. An example of this is a mother who underwent chemotherapy and had no support. The school worked with SW and third sector agencies to provide a package of support to the family and the mother	• Staff HWB surveys • PRDs • Informal conversations • CALM training record • Individual pupil plans • Response planning to team meetings • Incident data • HWB surveys • PRDs • Parental responses to questionnaire • CPM minutes • Wider achievement tracking	• • All staff that started in 2024/25 have completed CALM training, enhancing their capacity to respond to behaviour that challenges. • Train staff teams in delivering structured debriefs, promoting reflection and continuous improvement.	Very good



	accessed chemo without her child having to stay somewhere unknown. All staff are trained in CALM and understand the need to address sensory issues. They all understand that behaviour is communication and look to fulfil the need that the child requires. This has directly impacted our BofC data. This is due to meeting the needs of the pupils better. (sensory class, communication class, class of 6)			
Fulfilment of statutory duties				
CP	Monthly Health and	• Wellbeing concern Forms	.	



Wellbeing concern forms Health and safety meetings GIRFEC 2 hrs PE RME	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.	• CP Self-evaluation checklist • CPM minutes	Create a PE programme that meets the needs of our learners	
Inclusion and equality				
We have worked with the EAL team to address the needs of our families where English is not their first language. Our PEF funding has been used to support our Parent	Through interpreters and the EAL service, we have been able to find out if our pupils understand more language in their home language. This has helped inform planning. Please see separate feedback from parents regarding the impact that Pauline has had	• Parental feedback • CPM minutes • Verbal feedback from Learning Community colleagues on support provided • Participation in Learning Community events • CE summary of funding • PEF summary	• Stronger monitoring of CLPL and impact on Learning and Teaching • Managing ASL service for Learning Community •	



Support Officer.	with our families. It is outstanding.			
We continue to offer inclusive activities for pupils within the Learning Community.	We have had pupils from Hermitage Primary and Leith Primary using our resources to provide opportunities for their learners.			
Our Care Experienced fund has been used to support work in the home.	This pupil's attendance has improved through supports at home and he has a CSO for another year instead of every three months.			
QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)				
Attainment in literacy and numeracy				Insert QI Grade
SCERTS profiles provide evidence of progress in key areas such as communication and emotional regulation, with all	The implementation of the SCERTS framework has enabled pupils to engage more effectively with communication opportunities and	• SCERTS levels • SCERTS paperwork • Data survey • Teachers' meetings • Tracking meeting feedback • Attainment meeting feedback	Strengthen attainment conversations to inform next steps Develop staff confidence in data	Satisfactory



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. (SCERTS stats) The current tracking system does not show the progress the pupils are making over time. Focused observations in literacy and numeracy with a focus on LI/SC	regulation strategies. Data gathered through this process has informed the development of new, individualised targets for the majority of learners Feedback from observations highlighted the need to strengthen staff understanding of Milestones and progression pathways to ensure more effective planning and assessment See ACEL data Observations, followed by professional dialogue of all teaching staff, revealed improvement in purpose of activities, attainment and	• Observation feedback • New planning formats • Teachers' meetings • ACEL data • CPM minutes (ASN Profile)	analysis to inform next steps Moderate SCERTS levels	
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	emphasis on these skills for life.			
Attainment over time				
While systems for tracking attainment over time are in place, they are not yet effectively capturing or demonstrating learners' progress.	All pupils are making progress over time, it is evidencing this in a way that captures that progress that we continue to explore. The addition of electronic floorbooks should provide enough evidence to show over time. The CPM minutes are also a great source of progress that reflect progress as a whole child. 100% of families reported delight with the progress their children are making at Parents' Eve at the end of May 2026.	Tracking documentation	Use of a more robust tracking system that tracks engagement and progress through Milestones and Early curriculum. (beyond if necessary) Implement digital floorbook to gather evidence of progress	
Overall quality of learners' achievement				



All learners' have experienced achievements over the course of the year.	Achievements have been recognised and celebrated through a range of channels, including WhatsApp communications, assemblies, verbal praise, stickers, photographs, and Coordinated Planning Meetings (CPMs).	• Whatsapp messages • Assembly photos • Certificates • CPMs • Pastoral notes, messages, photos • Collation of achievement posters from May In-service day		
All learners' have had their achievements recognised and celebrated.	During May In-Service day, staff wrote down the small but significant achievements that our pupils have achieved. They were hung on the staffroom wall for all to see and have been shared with some individual parents at meetings.			
Equity for all learners				
Exclusion rates are 0%	Not one exclusion this year	• Exclusion data • Photos,	• Continue to train staff on	



Inclusion is successful for all Through Active Schools Edinburgh, our pupils have participated in Dance festivals, tennis, basketball, Pantomime Parent Officer supports parents with attendance.		• Parental letters • 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 intervention had a significant positive impact on the family's quality of life, as noted by the parent during a Coordinated Planning Meeting.	understanding behaviours that challenge • Continue and refine debriefs	
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
Arrangements for safeguarding, including child protection				Insert QI Grade
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)	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.	• CP training register • Files • CEC feedback	• QA CP training- Microsoft Form • Change of use of pastoral notes starting Aug 2025	Very Good



training is embedded into the annual calendar. A comprehensive self-evaluation of CP procedures was undertaken in September to ensure continued compliance and effectiveness. 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.				
Arrangements to ensure wellbeing				
Parental support to help with parental	Pauline's support to families has been	• Parental feedback		



wellbeing which has a direct impact on children HWB surveys were sent out twice per year.	invaluable. From home visits, support visits to agencies, holding care meetings, regular check ins. See report. Results from survey and comments show that almost all staff are content and happy within their role.	• HWB surveys • Informal discussions • PRDs • HWB surveys • Attendance stats • PSO report on impact		
National guidance and legislation				
All staff are aware of national guidance and legislation.	Staff are reminded during inservice days about their knowledge of key frameworks, including GIRFEC, Child Protection procedures, and guidance relating to personal care and care-experienced pupils.	• CP training • May In-service blurb	CP training for all staff Aug	
QI 2.2 Curriculum: Theme 3 Learning pathways				
The establishment of classes based on needs has reduced incidents and pupils	All children are having their needs met in the classes they are in.	• Curriculum rationale • Planning documents • Teachers' meetings	Creation of outdoor learning pathway for some pupils	



are more settled and happy.				
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
Most parents have played an active and meaningful role in sharing and supporting their children's learning within the school environment In 2025/26, the Parent Support Officer (PSO) significantly enhanced parental engagement— All pupils have had access to extra-curricular activities	Parents have participated in events such as coffee mornings, Parent evenings, CPMS, Winter Family Lunch and Stay and Play event. See PSO report. Positive feedback received from old and new staff, pupils and families See the wider achievement tracking	• Tracking document • Parental feedback • Photos • Whatsapp • Parental comments • Parental Survey • Friends of Prospect Bank minutes	Expand PSO role to a SPSO role to include training for support staff.	<i>Very good</i>



Conclusion:

Prospect Bank School has demonstrated significant progress across key areas during the 2025–26 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 continued focus on professional learning, L,T&M cycle, interdisciplinary practice, and assessment/attainment will further strengthen the school's capacity to raise attainment and deliver high-quality outcomes for all learners.

As Prospect Bank looks ahead to 2026–27, 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.