



# **PROGRESS REPORT FOR SESSION 2022/23**

**(Standards & Quality Report)**

**Burnhouse School (The Skills Centre)**

**The Avenue**

**Whitburn EH47 0BX**

## **ABOUT OUR SCHOOL**

### **Vision, Values & Aims statement**

Our Vision: Working together with young people to inspire better futures

Our Shared Values: Respect, Achievement, Inclusive, Teamwork and Safe

### **Context of the school:**

Burnhouse School (known as the Skills Centre) is connected to the Inclusion and Support Service. The Inclusion and Support Service brings together existing teams from Education and Social Policy to support children, young people and families with additional support needs. The service includes the Inclusion and Wellbeing Service, who provide educational support from their Early Intervention and Secondary Teams for children and young people aged 0-18. The Inclusion and Support Service also includes social policy teams from the Children and Young People's Team, Mental Health and Wellbeing, Parenting Groupwork and Attendance Improvement Management Service. All the teams within the Inclusion and Support Service work is underpinned by the Getting It Right for Every Child approach as we work together to improve outcomes for the children and young people of West Lothian and their families.

The Skills Centre works directly with pupils in two principal ways: a small, targeted number of pupils (around 24 at any given time) attend the Skills Centre on a full-time basis. A larger cohort (up to 350) are supported in partnership with mainstream schools and other agencies. Skills Centre staff support learners both in the Skills Centre and in mainstream settings including the Skills Stations established across 11 of the 12 mainstream secondary schools to support learners with social and emotional needs. The Skills Centre offers tailored learning opportunities across 5 core classes with extensive opportunities for personalisation and choice of learning. The Skills Centre is part of a framework of support for learners with social and emotional needs and other additional support needs in West Lothian.

## **IMPROVEMENT PRIORITIES**

**Our improvement priorities are always based on the National priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2022/23, what the impact has been and what our next steps will be to continue to address these priorities in Session 2023/24.**

**We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at [https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf).**

**We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) and How Good is Our Early learning and Childcare? (HGIOELC?) which is a key aspect of the Scottish approach to self-evaluation and school improvement.**

PRIORITY	HOW DID WE DO?
<p><b>1. Ensure our Pupil &amp; Parent voice shapes our aspirational vision and supports the development of our school refurbishment..</b></p> <p>Our measurable outcome for session 2022/23 was for almost all parents and young people to attend our focus groups and have a say in our improvement journey.</p> <p>NIF Driver(s):  School Improvement School  School leadership  Teacher and Practitioner Professionalism  Parental Engagement  Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>This session we have:</p> <p>Re-engaged our Pupil Voice Groups across the Skills Centre  Introduced monthly parental engagement opportunities to support the health and wellbeing of families  Further develop our poverty proofing strategy in line with parental views  Further developed our links with anti-poverty group and financial inclusion officers and delivered the Tenancy Award to senior phase learners  Re-newed our focus on improving attendance by engaging with the new attendance policy.</p> <p>Evidence indicates the impact is:</p> <p>Almost all our learners have engaged with the pupil voice opportunities through the year and helped to shape the development of our school curriculum and learning environment. A majority of parents have engaged with our monthly family group and we have also invited key guest speakers to support the session. Almost all our senior phase learners achieved the Tenancy Award this session and there has been an increased in attendance for almost all learners.</p> <p>Our priority for next session will be:</p> <p>Refreshing our shared vision, values and aims to be ambitious and focused on lifelong improved outcomes for all. Supporting our learners to understand their rights covered by the UNCRC by working towards being a Silver Level Rights Respecting School</p>
<p><b>2. Continue to improve learners Literacy and Numeracy skills through a robust curricular offer, providing learners with a rich learning experience that meets their needs and aspirations.</b></p> <p>Our measurable outcome for session 2022/23 was the majority of learners are engaging in their learning and making good progress.</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Updated our life grids, passports to include appropriate language and the four capacities  Teachers planned lessons for Thematic learning, included in the timetable  Provided Intensive input from literacy and numeracy specialist teachers during core class time.</p> <p>Evidence indicates that:</p> <p>Learners are engaging in almost all intensive literacy and numeracy support sessions. Teaching and support staff have worked together to develop a range of thematic learning opportunities with a focus on skills development. Learners regularly update their passport and are supported by key staff to set targets in literacy, numeracy and health and wellbeing.</p> <p>Our priority for next session will be:</p>

<p>NIF Driver(s):  School Improvement School  School leadership  Teacher and Practitioner  Professionalism  Curriculum and Assessment  Performance Information</p>	<p>To promote a culture of learning and achievement through focusing on the importance of high quality learning, teaching and assessment.</p> <p>To further develop our intensive and inclusive literacy and numeracy supports.</p> <p>Ensure that all learners complete baseline assessments at key points in the session.</p> <p>Further develop our tracking, monitoring and Reporting system to capture and celebrate progress in learning.</p>
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<p><b>3. Improve attendance, engagement, self-esteem and confidence of our learners through delivery of effective Outdoor Learning</b></p> <p>Our measurable outcome for session 2022/23 was for all learners to have the opportunity to engage with outdoor learning programmes that meet their needs and aspirations.</p> <p>NIF Driver(s):</p> <p>School Improvement School School leadership Teacher and Practitioner Professionalism Curriculum and Assessment Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Developed our Curriculum Pathways &amp; Planning in the areas of outdoor learning linking to the four capacities Support delivery of Outlet Play, Forest Schools Course with a group of 6 learners Majority of Staff have been trained to deliver Forest Schools Course Continued to Develop outdoor areas within the SC (front area: landscaping, BBQ area: tidy and develop)</p> <p>Evidence indicates the impact is:</p> <p>Learners and staff have engaged with outdoor learning opportunities and have achieved a range of awards. Attendance, self-esteem and confidence for almost all learners that engaged with our outdoor learning programme has improved. Learners who engaged with the outdoor nurturing programme have achieved their John Muir Award.</p> <p>Our priority for next session will be:</p> <p>Develop our curriculum programme offer to provide learners with the opportunity to develop skills through a range of learning programmes which meet their needs, interest and aspirations alongside peers from both the Skills Centre and mainstream schools.</p>
<p><b>4. Work together with mainstream schools to develop PPAS opportunities for our learners, ensuring a wide range of DYW experience through emerging curricular opportunities.</b></p> <p>Our measurable outcome for session 2022/23 was for our learners to have improved feelings about school and support to Step Up from the Skills Centre either by transition to</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Identified learning and partnership opportunities for curriculum developments in Fitness, Outdoor Learning, MHWB Used the Skills Development Framework to support learners to identify key skills that will allow them to be successful in learning life and work. Accessed Skills Stations as appropriate to enable learners to access PPAS opportunities in their mainstream schools. Metaskills CLPL for all staff and Skills focused learning programmes developed.</p> <p>Evidence indicates the impact is:</p> <p>Increased time in mainstream for SC learners- 2 learners transitioned back to mainstream this session A greater number of learners achieving qualifications at a higher level and improved attendance Strengthened approach to partnership working to ensure positive destinations for learners Almost all learners engaging in skills based learning opportunities</p>

<p>mainstream or positive post school destination.</p> <p>NIF Driver(s):  School Improvement  School Leadership  Teacher/Practitioner  Professionalism  Performance Information</p>	<p>Our priority for next session will be:</p> <p>Continue to support learners to access PPAS sessions in mainstream when appropriate. Develop our skills based learning programmes, work aspiration visits and senior phase work experience to support career aspirations and pathways for learners.</p>
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***The school's exclusion data is very good and learners benefit from a strong emphasis on inclusive practice and restorative approaches.***

***The school's attendance data is good and the West Lothian attendance is implemented well. Improving attendance for some learners is an area for improvement. We work with a number of children with significant long-term attendance issues and this remains an area of challenge for the service.***

***The school's engagement with parents and other stakeholders in improvement planning and on reporting school performance is good.***

**Our Wider Achievements this year have included:**

Continuing our work to achieve with LGBT Scotland Charter.

Increasing numbers of Skills Centre learners accessing time in mainstream and progressing onto full-time learning in their own local school.

Increased opportunities for achievement through our variety of curricular programmes.

Refreshing our online referral pathway together with Social Policy for ISS and WRG.

Supporting greater number of mainstream learners through our Secondary Support model and PPAS Network

Learners supported through our first SQA exam diet since pre 2016.

Hosting our first in person awards event since the covid pandemic.

Successful P7 to S1 transition programme.

Further developing the range of partners we work alongside to support curriculum opportunities for our learners.

## Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

The *How good is our school?* quality indicators\* evidence that:

How good is our leadership and approach to improvement?	1.3 Leadership of Change	Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Satisfactory
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Very good
	3.2 Raising attainment and achievement	Good

\*(Indicators used in *How good is our school?* 4<sup>th</sup> Edition, Education Scotland 2015 and *How Good is Our Early Learning and Childcare?* 2016)