Standards and Quality Report 2017-18

School Name: South Lanarkshire Primary and Nursery Class

Context of the school:

Hamilton School for the Deaf is situated in Anderson Street, Hamilton on a shared campus with Glenlee Primary. The two Nurseries share the playroom in a fully inclusive manner. Within the school, we operate inclusion and reverse inclusion with Glenlee Primary when appropriate, while still maintaining small class sizes (up to 6 children) to allow intensive language acquisition. The Outreach Service provides support to deaf children within South Lanarkshire.

The school role last session was 16. The school takes in children from throughout North and South Lanarkshire and all children come by special transport arrangements. It is important that pupils have full access to all extracurricular activities available in the joint campus and for this reason we endeavour to re arrange special transport arrangements to allow pupils to take part in clubs and activities after school.

The aim of Hamilton School for the Deaf is to provide our pupils with an environment where they can have full linguistic access to the curriculum which allows them to achieve at least in line with their hearing peers. We aim to provide them with a curriculum which fosters the development of a positive Deaf identity and language proficiency which enables them to play as full a part as possible in both Deaf and hearing communities. The languages used within the school are BSL and English.

We have a joint Parent Council with Glenlee primary school. We have strong links with our parents who are regularly invited into school to for example sign stories to the children as are other adults from the local Deaf community.

We are part of Calderside Learning Community and have strong links with local schools. We also have strong links with other deaf schools and resource bases throughout the West of Scotland meeting up with them four times a year at the Church for the Deaf and other outing arranged throughout the year.

The staff in Hamilton School for the Deaf are either qualified teachers of the Deaf or in training to become qualified. They have very good signing skills with four of them
currently undertaking BSL level 6.
Attainment data - Attainment of Curriculum for Excellence levels 2015/16 (teacher judgement) *(Small schools: do not publish figures)*

<table>
<thead>
<tr>
<th>School</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening &amp; Talking</th>
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<tr>
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1.2 Predicted Attainment 2016/17

National Improvement Framework - Attainment of Curriculum for Excellence levels 2016/17

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<th>School</th>
<th>Reading</th>
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<td>P1 Achieved Early or better</td>
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<tr>
<td>South Lanarkshire PS</td>
<td>83.3%</td>
<td>93.3%</td>
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Achieving Excellence: Overall Progress towards National Improvement Framework Priorities
Session 2016-17

Use all available evidence (including data)

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<thead>
<tr>
<th>Literacy:</th>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
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<tr>
<td>Progress</td>
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Strengths

All of our pupils have made good progress in literacy. For the majority of our pupils English is their second language.

Some of our children have literacy skills in line or better than their average hearing peers. One of our major strengths is staff’s desire to get it right for every child with respect to literacy and their understanding that for deaf children that means learning from research and what has worked for deaf adults with good literacy skills. We are making use of the Frank Barnes literacy toolkit which we now have matched to Curriculum for Excellence bench marks. This has resulted in children feeling empowered to write more and is giving them the tools to do this. This session we have undertaken a significant amount of research into what strategies are being used by other educators of deaf children to improve deaf children ability to read English with understanding. This requires a change in practice across the school with respect to how we teach deaf children to read. Some of these new strategies are being implemented in the Early Year’s classroom. We can see children’s enjoyment of books and stories improving with a greater focus on story telling in BSL which will lead the way to accessing the English text.

The Outreach service have developed a toolkit which links specialist assessment used with our outreach children to relevant resources which will allow children’s areas of development to be addressed more effectively.

Areas for Development

Next session we plan to further implement the approaches to teaching reading that have been identified through our research into this area. We will further inform our practice by creating a deaf adult focus group from which we hope to better understand what strategies deaf adults are actually using to access English texts with understanding and what teaching strategies helped them learn to do this successfully. We will continue to firmly embed the use of the Frank Barnes writing toolkit across the school.

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<th>Numeracy:</th>
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Strengths
Most of our pupils are working in line with their mainstream class in Glenlee P.S with a number attending maths classes in the mainstream setting. Due to our small class sizes and the level of support this allows us to give to individual children, we are finding that some of our pupils are working at a numeracy level above their hearing peers.

Areas for Development
Due to work undertaken last session we are now ready to implement an early intervention programme which has being developed through a piece of research undertaken by Terezinha Nunes. She highlights four concepts which are crucial for children to grasp to allow them to progress with their mathematical thinking. Most children have grasped these before they arrive in primary 1 however this is often not the case for deaf children. Her early intervention programme will be used with our primary one and two children. We will also make use of a critical thinking programme which has been developed through research to address deaf children’s less developed critical thinking skills. We will continue to have a strong focus on developing children’s memory skills which is also an area in which can be negatively affected by deaf children’s early life experiences. We will investigate other numeracy programmes which are available, for example Number Talks to see if our children might benefit from their use within the school.

Health and Wellbeing:

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<th>Progress</th>
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Strengths
The Paths programme, (Promoting Alternative Thinking Strategies) is firmly embedded across the school. We are finding that children are able to better name and understand the emotions they are feeling and are equipped with strategies to help them deal with these feelings. Pupils are also developing strategies to help them build positive relationships with adults and their peers.

All pupils have a better understanding of the wellbeing indicators and why they are all important in keeping them healthy both physically and emotionally.

We have made use of Deaf Role models to help our children develop a positive Deaf identity with the number of Deaf adults working with our children having considerably increased last session. Our children have also been provided with more opportunities last session to meet with other deaf children socially and also opportunities to learn alongside them.

Staff are developing their understanding of what makes a nurturing school environment with the Head Teacher having undertaken an intensive nurture programme developed by Education Scotland and staff having undertaken courses on nurture delivered by our Educational Psychologist.

Some of our children have benefitted from a Sexual Health and Relationships programme delivered by a Deaf professional. They can talk knowledgeably about puberty and can better understand how their body works.

Areas for Development
Next session we hope to increase the number of deaf adults working with our children and ultimately aim to have more deaf adults employed within the school.

We will implement a Healthy Minds programme developed specifically for deaf young people by the NDCS. All staff received training on its use last session. The outreach staff will also start to make use of this with their pupils.

We will conduct an audit using the nurture toolkit which has been developed by Education Scotland. From
its results we aim to develop a positive relationships policy for the school.

**Employability Skills/Positive Destinations:**

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**Strengths**
This session our primary 3 to primary 7 pupils attended a careers festival. The festival was delivered by Deaf adults working across a wide variety of different careers. The children thoroughly enjoyed the workshops and arrived back at school enthused with ideas of what they might want to do when they are older.

The senior class undertook a Deaf history project where they researched famous deaf people from the past and the contribution they made to society. The aim of the project was to raise the young people’s expectations of what they are able to achieve in their life.

Having an increase in the number of Deaf adults our young people (especially those who come from hearing families) come into contact with on a daily basis we hope will help them develop a positive view of what they themselves can expect and achieve in life.

Our pupils have been involved in the national consultation process on the BSL Act. This has allowed them to consider what would make their lives easier as a deaf person and what services they should expect within society to allow them to play a full part within it.

Alongside their hearing peers in Glenlee primary school our young people have attended various careers and enterprise activities. For example science workshops where young adults shared information about their science careers and how they were able to gain employment in these areas.

**Areas for Development**
Our young people will devise an enterprise activity which will allow them to use a wide variety of skills to make money which will allow them to contribute to an improvement within society. We will continue to raise our pupils’ expectations of what they are able to achieve in their lives by further increasing their exposure to successful deaf adults.
To automatically calculate the percentages, double click on the table and enter numbers of pupils in all of the blue cells:

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<th>Total</th>
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<td>P1 Achieved Early or better</td>
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No of pupils achieved

No of FME pupils achieved

Percentages calculated automatically

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<td>P1 Achieved Early or better</td>
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School average

Non FME pupils percentage

FME pupils percentage

GAP

National

(SLC and National Figures should be taken from information provided by J McMahon)
Analysis of Attainment Gap

See previous page for data around closing the gap.

Deaf children’s achievement while being influenced by their level of deprivation is also negatively affected by their deafness. Recent research undertaken by Edinburgh University shows that the achievements of deaf children lag behind their hearing peers from similar SIMDs. This is true for all levels of hearing loss (for example there is an attainment gap between children with a mild hearing loss and the rest of their peers from the same SIMD).

As a small school with high levels of support we are in a strong position with respect to allowing our pupils to overcome the challenges of achieving when deaf and also when deprivation is a factor which could potentially hinder progress.

Due to English being a 2nd language for the vast majority of our pupils with most of them never having heard English spoken, it is a real challenge for our pupils to achieve in line with their hearing peers with respect to literacy. Having said that we have a good number of children who are achieving this. Our challenge as a school is that their level of attainment in literacy continues to improve and does not plateau out which is a common occurrence with deaf learners.

With respect to numeracy the vast majority of our pupils are working in line with their hearing peers and a number are accessing their maths lessons alongside their hearing peers in mainstream classrooms.

With respect to other parts of the curriculum the main barrier to achieving is the level of access to the curriculum provided to our pupils. By engaging with research and the documented educational experiences of deaf adults we will never become complacent about the level of our signing skills and how these correlate with the level of access we are able to provide to the curriculum for our pupils.
Overall quality of our learners’ achievements
Highlights of session 2016-17

We have had a productive last session which started off by us representing South Lanarkshire Council at the Scottish Learning Festival. We showcased our pupils’ French sign language skills. Hamilton School for the Deaf was the first educational establishment in Scotland to teach a foreign sign language to their pupils. Learning from this best practice other deaf children throughout Scotland are also learning French sign language.

Our deaf children have benefitted and enjoyed a number of opportunities throughout the year to meet Deaf adults and work/play alongside other Scottish deaf young people. For example; Kilmarnock Deaf Football festival; church for the Deaf in Glasgow; outings with Garvel Deaf centre and Deaf children’s careers event in Irvine. Our outreach children also attended the Kilmarnock football event with South Lanarkshire having the biggest contingency with over 40 pupils in attendance. Our outreach children also enjoyed the opportunity to meet other deaf children at our annual outreach social evening.

There has been a strong focus on creativity within the curriculum with Drama workshops (4 in total throughout the year) being delivered by various deaf theatre organisations, for example The BSL Degree students from The Royal Conservatoire of Scotland and the Deaf theatre group Solar Bear.

The pupils greatly benefitted from being involved in The Big Stampede event where they worked alongside a Deaf artist, creating a design and decorating their Hippo. HSD children alongside their hearing peers from Glenlee Primary enjoyed three plays by different theatre companies which perform using sign language alongside speech. This allowed our pupils to access theatre without using an interpreter.

Our pupils benefitted from a number of opportunities to learn out with the school. Visiting the library on a number of occasions, shops, and the cinema where they watched a subtitled movie as part of our literacy programme.

A joint campus signing choir was established this year. The Glenlee pupils involved have improved their sign language skills in a most enjoyable way: signing popular songs. Our Deaf sign language tutor has also delivered sign language lessons across both campus’.

A Deaf toddler group was established this year in HSD. We have had around ten families with a deaf child attend throughout the year. Parents have shared with us their views and say that they really value the opportunity for their children to meet other deaf children and adults and that they themselves have benefitted from meeting other parents with a deaf child.
Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community.

We consulted with our parents and this showed that most of them are very satisfied with the educational provision for their children. Keeping them up to date with the daily life of the school was an area where we felt we could do better. We have therefore set up a school twitter page to allow us to share daily school experiences with our parents. This will allow them to have more quality interactions with their children about their school day.

Parents have set up a parent facebook page this year to improve the sharing of information and provide a parental support network.

Our pupils are represented in the joint campus new house system. This is aimed to give the pupils more of a sense of belonging. HSD has representatives in the joint campus pupil council, the Eco committee and take on responsibility as junior road safety officers alongside their Glenlee peers.

We regularly invite deaf parents and members of the local deaf community into the school to work with our children and be part of the wider school community.

We have invited deaf education staff from other authorities and agencies to learn alongside our staff at organised courses and events within HSD.

Within HSD we had both a parent and pupil consultation event about the draft BSL Act. This allowed our parents and pupils’ views to be included within the National consultation return to the Scottish Government.

Our pupils produced and delivered a Deaf Awareness assembly to their Glenlee peers. They taught them to sign a song and shared with them poetry they had written about being deaf.

Our staff had made a number of visits to other establishments to develop working relationships with other educational establishments and seek out good practice from which our pupils could benefit.

As a group our staff regularly engage with recent research into deaf education which has informed and changed our practice in a number of ways. For example how we teach reading to our pupils and we will be delivering and early intervention numeracy programme which has been evidenced by research to show that deaf pupils have benefitted.

Areas for Development

We will seek views of parents in their first language BSL by setting a video camera up at parents nights. We will also try to develop ways in which we can collect the views of our pupils more effectively. Within our teacher working time agreement we have included time for weekly staff meeting to allow regular professional dialogue and increased communication between staff.
Review of SIP progress session (2016-17)

1. Priority 1: Build a curriculum which reflects the principles of Curriculum for Excellence and has been developed to meet the needs of deaf learners in particular with respect to literacy, numeracy and health and wellbeing and is designed and delivered to maximize attainment. This will include the development of the use of ICT which exploits our children’s strengths as visual learners and an increase in the relevance of the curriculum with respect to being a member of the deaf community. Also develop use of technology to improve listening conditions for deaf learners in the school and outreach.

National Improvement Framework Key Priorities
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers
- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School improvement
- Performance information

HGIOS 4 QI:
3.2 and 2.3
Progress and Impact:
We investigated maths programmes which are specifically designed for deaf learners. We are now ready to implement next session Terezinha Nunes’ early intervention pack with our infant class. Research undertaken by Nunes identified 4 key maths concepts that deaf children often do not have when they enter school which are crucial for learners to move forward in their numeracy understanding. Her programme provides structured resources to develop understanding of these concepts. We are now ready to begin to implement next session a critical thinking resource designed for deaf learners.
We have undertaken research into effective strategies to teach deaf learners to read with understanding. Rachel O’Neill from Edinburgh University delivered a workshop on current research in this area and possible strategies. We are now ready to start implementing some of the strategies which have come from this study.
Our nursery now serves deaf children from the age of 2 and a half. We have received input on the planning document Together We Can, from the South Lanarkshire Early Years team and a nursery which is using the planning document. We are now ready to start using the document to plan for our two year old’s learning experiences in the nursery.
Pupils have been involved in the national consultation on the new BSL Act. Deaf adults from the BDA ran a series of workshops which informed the children of the Act and collected their views. We have trialled 5 soundfield systems in mainstream schools across South Lanarkshire. We evaluated their impact on the listening environment for pupils and the feedback has been very positive.

Next Steps:
- Investigate and compare maths programmes which are commercially available against our pupils’ needs. (eg Number Talks, First Steps in Maths, Big Maths)
- Firmly embed Frank Barnes writing programme and train new staff. Support staff with new reading strategies which have come from Sarah’s research.
- Introduce National BSL exams for our pupils.
- Start to implement planning procedures for 2 to 3 year olds in the nursery (Together We Can)
- **Primary Outreach.** Continue to increase the number of Soundfield systems in use in mainstream school in South Lanarkshire. Provide input to a Head Teachers meeting about the benefits of Soundfield systems in improving all pupils ability to hear within mainstream classrooms.
- Staff and pupils to receive input on Internet Safety.
- Refurbish and fit out audiology room as a stocked library with book banded books.
- Staff to receive training on using lego sets as a emotional wellbeing tool.
- **Primary Outreach:** Look at how we are using out battery of assessments to set targets for our Outreach pupils.
- **Secondary Outreach:** Extend P7/S1 transition to start in P6
- **Secondary Outreach:** Analyse and reflect on how we support young people in our secondary schools with the aim of targeting our support more effectively.
- **Primary Outreach:** Investigate if the Word Aware phonics resource would be useful to use with our Outreach pupils.
- **Primary Outreach:** Create a database of all outreach pupils which holds their assessment results and SIMD rating to allow more informed and consistent decisions on how and how often we support them.
- Offer a local authority course on People Connect: *Including Deaf Children in Mainstream schools.*
Priority 2: Continue to develop a system that tracks and monitors pupils’ progress through Curriculum for Excellence accurately and effectively

### National Improvement Framework Key Priorities
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

### National Improvement Framework Key Drivers
- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School improvement
- Performance information

| HGIOS 4 QI: 3.2 and 2.3 |

### Progress and Impact:
We investigated a variety of ways that other establishments are tracking their pupils’ progress. We are now ready to use this information to develop a system which works for our context. Our staff have been involved in 3 monitoring sessions with staff from the other schools in our learning community. Staff are now more able to confidently assess if a pupil has achieved a CfE level in writing. We have developed an assessment schedule which is being used throughout the school. Using this schedule we will be able to assess progress in reading, writing, BSL and numeracy.

### Next Steps:
- Compare and contrast tracking and monitoring systems being used in other establishments and available on line.
- Monitor the use of our new assessment schedule.
Priority 3: Build on and further develop the self-evaluation processes being used within HSD in particular consulting with parents and other agencies; learning from best practice and research; reflecting on practice through Critical Friend and peer observations

**National Improvement Framework Key Drivers**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School improvement
- Performance information

**HGIOS 4 QI: 1.1**

**Progress and Impact:**
Making use of research to encourage us to reflect on and make changes to our practice is a firmly established self-evaluation strategy within the school and outreach service. We have had one Critical friend relationship established within the school where teachers have observed each other and provided valuable feedback. Staff are very committed to maximise the attainment of our pupils. A result of this is that there is much formal and informal professional dialogue from which change and improvements are hatched.

**Next Steps:**
- Continue to establish critical friend relationships across the school and outreach service.
- Audit our school using the Nurture toolkit.
- Audit our school using South Lanarkshire Digital toolkit
- Set up a deaf adult focus group to allow us to benefit from the experiences of deaf adults learning to read (what strategies do they use and what worked for them?)
1. **Priority 4:** Further develop the ethos of shared leadership within HSD and outreach service with the aim that staff feel empowered to lead school developments.

### National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School improvement
- Performance information

### HGIOS 4 QI: 1.3

**Progress and Impact:**
Staff are feeling more empowered to take on and lead development initiatives within the school. All staff had an area of the improvement plan to take forward and have all completed their tasks successfully. Staff are more engaged in the improvement agenda and this is reflected in the level of engagement in staff meetings. A number of staff throughout the year have suggested further areas for development and have proceeded to take these forward voluntarily.

**Next Steps:**
- Continue to provide opportunities for staff to lead school development activities.
1. Priority 5: Change policies and practices with the aim of making HSD a nurturing school.

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<th>National Improvement Framework Key Drivers</th>
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<tr>
<td>• School leadership</td>
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<td>• Teacher professionalism</td>
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<td>• School improvement</td>
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<td>• Performance information</td>
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HGIOS 4 QI: 3.1 and 3.2

Progress and Impact:
Through our Nurturing school training sessions and the Head Teacher attending an Education Scotland 3 day course on creating nurturing schools we now aim to self-evaluate our school with regards to how nurturing it is. We will use the nurturing self-evaluation tool to do this. This will form the basis of our positive relationships policy which will be based on the nurturing principles.

Next Steps:
• Develop a positive relationships school plan which is based on the nurture principles (starting point our self-evaluation using the Nurture Toolkit, strategic priority 3)
1. Priority 6: Develop more joined up ways of working with outside agencies to better meet the needs of our deaf pupils.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School improvement
- Performance information

HGIS 4 QI: 1.1 and 2.3

Progress and Impact: Speech and language therapy and Educational Audiology delivered workshops to staff. We have established better working relationships with them. Our Educational Psychologist delivered nurture training to staff which was able to be geared to the needs of individual pupils in the school. We have built stronger links with Crosshouse hospital and now have regular visits from their habilitation therapist. We are working very closely with our Educational Psychologists, with their presence in school being a regular occurrence and them working with individual teachers to the benefit of individual children. Pupils are benefitting from decisions about their learning and health and wellbeing being made in a multiagency way.

Next Steps:
- Including SALT targets in ASPs. More structured time table for therapy and increase opportunities to share similar/common targets
- Outreach staff attend a few ENT or Audiology appointments of their pupils whom they feel would benefit from more joined up working with health
- Monitor the use of our new school twitter account.
<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Key Strengths</th>
<th>Areas for Development</th>
<th>School Self-Evaluation</th>
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<tbody>
<tr>
<td>1.1 Self-Evaluation for Self-Improvement</td>
<td>All staff have firmly embraced the improvement agenda and are keen to contribute to it. We are making more use of research to inform our approaches and professional dialogue around how we can improve outcomes for our learners is a daily occurrence. We are also starting to create more opportunities where we can learn from each other and also from the practice in other educational establishments across Scotland. We have introduced an assessment schedule which will allow us to gather data to inform us of children’s rate of progress. We consult regularly with parents/carers and the professionals with whom we work. We use this information to inform our improvement agenda.</td>
<td>We have included time for weekly staff meetings within our Working Time Agreement for next session allowing more time for more formal professional dialogue. We will have a stronger focus on improving learners’ experiences within the classroom by having more staff peer observations and Head Teacher classroom visits which will provide more opportunities for discussion about learning. By making use of the Nurturing schools and Digital learning self-evaluation tools we plan to will continue the improvement process in two areas which have been identified as needing to improve.</td>
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<td>Staff contributions are Next session’s weekly staff</td>
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<td>1.3 Leadership of Change</td>
<td>valued at all times and staff levels of empowerment are increasing with more staff taking on leadership roles in areas identified as requiring development. The Head Teacher has strong links with Edinburgh University’s Post Graduate Diploma course in Deaf Education as a placement tutor for the course. She is also a member of a number of national groups in deaf education which are striving for national improvements.</td>
<td>meeting will provide more opportunities for staff to share their ideas and opinions which will in turn inform the school and outreach service improvement plan. Staff will continue to lead an aspect of next session’s improvement plan</td>
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<td>2.3 Learning, teaching and assessment</td>
<td>Within the school all teaching staff have very good signing skills with four members of staff currently working towards a BSL level 6 qualification. Three members of staff completed their PGDE (Deaf Education) this year which brings the total number of fully qualified Teachers of the deaf working in the service to 9 with two new members of staff starting the qualification this year. We have devised an Assessment schedule for the school which will allow us to monitor more effectively pupils progress in literacy and numeracy and BSL skills. The resources and programmes we are using within the classroom are increasingly designed specifically to meet the needs of deaf learners.</td>
<td>We will now further increase the opportunities for our pupils to be included in mainstream classrooms and undertake activities alongside their hearing peers. Staff will continue to improve their signing skills. We will continue to embed our deaf writing and reading programmes which are being developed. Next session we will have a stronger focus on improving learners’ experiences within the classroom.</td>
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| We are steadily increasing | We now need to deliver |

22
3.1 Ensuring wellbeing, equity and inclusion

| Ensuring wellbeing, equity and inclusion | the time our pupils are spending in a mainstream class. Deaf awareness and sign language are increasingly being included in Glenlee and HSD weekly joint assemblies. This year we have a signing school choir made up of pupils from Glenlee and HSD. Glenlee pupils receive BSL lessons from our Deaf BSL tutor as do our deaf pupils. Paths programme has been implemented throughout the school. The opportunity to work with Deaf adults and peers is steadily increasing for our pupils. Deaf Studies is included within the curriculum to help our deaf pupils develop a positive Deaf identity. HSD pupils receive weekly lessons on French Sign Language as part of the Languages 1+2 initiative from a Deaf French tutor. Our Deaf tutor works with some parents on a weekly basis teaching them sign language to allow them to communicate with their child. | national BSL courses to our pupils with the aim of them achieving national qualifications in BSL. Ultimately our aim is that Glenlee pupils will also undertake national qualifications in BSL. We will audit our school using the Nurture self-evaluation tool. This process will inform our new Positive Relationships policy. We will start to make use of the NDCS Healthy Minds programme with our outreach pupils. |

3.2 Raising attainment and achievement

| Raising attainment and achievement | Staff are well informed about the National attainment gap as well as the gap which exists between deaf children and their hearing peers from similar SIMDs. Teacher expectation is | We will now, using our new assessment schedule monitor more effectively children’s progress within the school. We will continue to make use of research based evidence to discover what works with respect to raising the |
continuously challenged to ensure we never use a child’s deafness as an excuse for lower attainment. Raising attainment is understood by staff to be the school’s main focus.

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<th>3.2 Securing children’s progress (for schools with nursery class)</th>
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<td>Our nursery has started taking in deaf young children from the age of two and a half. This change came from a realisation that deaf young children were attending other South Lanarkshire nurseries from the age of two where minimal communication was possible due to a lack of signing skills of staff. Due to the important part early language skills play in children’s overall linguistic and cognitive development it was decided that these children would benefit from attending HSD earlier in their lives. Our nursery children benefit from being part of the HSD school community. They are exposed to sign language constantly and spend their day either in a small group setting with a few other deaf children and an early Years worker with very good signing skills, or within the mainstream nursery where they play with their deaf and hearing peers and are supported by signing staff. Nursery staff make use of an online learning journal which can be accessed by parents at home. This allows more</td>
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opportunities for communication to be established at home around young children’s daily nursery activities.
Overall impact of establishment’s actions to improve excellence and equity (PEF)

**Amount allocated:** (Small schools: do not insert figure)

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<tr>
<th>How are we doing?</th>
<th>How do we know?</th>
<th>What are we going to do now?</th>
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<td></td>
<td>(Evidence measures of success)</td>
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(High level paragraph addressing the three questions)

We cannot comment at this stage on the impact of our PEF spend however we hope that our plans will contribute to raising the attainment of our pupils.

Overall evaluation of establishment’s capacity for continuous improvement

The ethos within the school is increasingly becoming one of high expectations and continuous improvement. We are making use of the information and ideas gleaned from our self-evaluation processes to continuously make changes to our practices with the aim of improving outcomes for our pupils.

Staff are very aware of the effects poverty and deafness can have on attainment and are committed and motivated to meet the challenges these factors bring to the education process. We now have a strong staff team who have shared vision for the school of high attainment leading to positive outcomes for our pupils.

Signed ____________________

(HT)