



Corseford School

Standards, Quality and Improvement Plan
Session 2019-20

CONTENTS

1. The School in Context	3
2. Statement of School Vision and Aims	4
<i>Vision and Core values</i>	4
<i>Core Values</i>	4
<i>The AIMS of the School are:</i>	4
3. Standards and Quality Report Session 2018-19	6
Evaluated School Improvement Plan 2018 – 19	6
<i>Project 1:</i>	6
<i>Project 2:</i>	9
<i>Project 3:</i>	11
<i>Project 4:</i>	13
Key Indicators	16
5. School Improvement Plan 2019 – 20	17
<i>Appendices</i>	24

1. The School in Context

Corseford School is one of seven grant aided special schools in Scotland, located south-west of Glasgow managed by Capability Scotland. It educates pupils, aged five to eighteen, with complex physical needs and associated learning needs, health needs and sensory needs. It is a day school but does have attached a shorts breaks resource run by Capability Scotland.

Corseford School has a holistic approach to meeting pupil's needs because of the multi –professional staff available in the school. Teachers, support staff, physiotherapists, occupational therapists, speech and language therapists and dieticians work together to develop each pupil to their full potential.

Currently there are nine pupils on roll, with most pupils being in the secondary and senior phase of the school. Two pupils are LAC and 100% of pupils are white British. 100% of pupils receive free school meals. Only one pupil is in SIMD quartile 1 or 2.

One pupil has a dual placement with their local ASN school.

Pupils come from different local authorities and therefore many have significant daily travelling times.

The School has had a number of changes in leadership over the last three years but has been under the consistent leadership of an Executive Headteacher and Depute Headteacher since August 2018.

The School is well resourced with a hydro pool, rebound room, gyms, sensory rooms, outdoor areas and a wide range of technology to support pupil's communication and physical needs.

2. Statement of School Vision and Aims

Vision and Core values

Our Motto is “Seek the Challenge”.

Our **Vision** is to ensure all pupils are provided with learning experiences that recognise and celebrate their uniqueness, allows them to achieve their full potential within and beyond the school environment and prepares them to meet the challenges of the 21st Century.

Core Values

- Teamwork** - recognising individual strengths with a shared commitment to working in partnership with all members of the school community (all staff, AHP and Nursing, parents and carers and pupils)
- Respect** - showing mutual respect for the feelings, wishes, and rights of all members of the school community.
- Happiness** - promoting well-being and providing a range of fun, relevant and motivating experiences within a happy environment
- Trust** - a belief that the school and everyone in it works together to achieve the very best for the children and young people.

The AIMS of the School are:

In line with the values, purpose and principles of Curriculum for Excellence, we aspire to provide all our pupils with access to the highest quality learning and teaching in order to maximise their successes and encourage and celebrate their achievements in the broadest sense.

We aim to help children grow and develop new skills by:

- promoting an ethos of achievement
- minimising the effects of additional support needs as a barrier to learning and to provide learning experiences that are stimulating challenging and age appropriate

We aim to meet the needs of each pupil through:

- careful assessment and identification of strengths and development needs

We aim to develop each child to be the best they can be by:

- providing learning experiences which are engaging, enjoyable, motivating and challenging that will ensure every young person reaches their full potential

We aim to provide a supportive, caring environment by:

- striving to achieve an attractive, stimulating and safe school environment
- providing support to pupils and parents

We aim to help each child achieve greater independence and self-motivation by:

- providing opportunities which encourage independence in all pupils
- encouraging greater awareness of self and others

We aim to build on partnerships with parents, the wider community and others associated with the school by:

- keeping parents fully informed through reports, newsletters and daily diaries
- actively involving parents in their children's education
- raising awareness of the work of the school in the local community
- working in partnership with a range of agencies and organisations to offer a wider range of experiences for our children and young people.

3. Standards and Quality Report Session 2018-19

Evaluated School Improvement Plan 2018 – 19

Project 1: Build on current strengths to ensure more consistently high quality learning and teaching across the school and provide regular opportunities for sharing best practice.		
Target	Evaluation	Next steps
1. Reinforce staff's understanding of IDL through discussing, sharing understanding and reviewing forward plans.	Through coaching, modelling and support from senior leaders and colleagues, teachers have developed their understanding of appropriate planning for the learners in their class. Learning outcomes are clearly differentiated for each pupil in each subject area and these are shared with support staff. Pupils have received learning experiences more closely targeted to their needs and interests. Senior phase pupils have accessed a coherent curriculum focusing on transition and elective subjects.	Continue to ensure IDL reflects pupil's interests and covers range of CfE curricular areas.
2. Planning to clearly show: <ul style="list-style-type: none"> • Context for learning • Assessment Details • Differentiated pupil learning outcomes • Focus on Literacy, Numeracy , H&W 		Continue to develop teacher's expertise in differentiating learning and providing exciting activities that clearly develop pupil progress.
3. Ensure planned learning increases the level of challenging activities to provide depth and breadth of learning across all areas of the curriculum.		Teachers show more confidence and clarity when planning for learning particularly around developing communication opportunities. Pupil engagement is high when class activities are relevant, age appropriate and of interest to pupils as evidenced by shared classroom observations.

Target	Evaluation	Next steps
<p>4. Agree the purpose of external accreditation across the school and determine which accreditation Corseford will offer.</p>	<p>External accreditation is now differentiated across the school. Senior phase pupils having continued with a range of SQA units but with an increased focus on titles that are relevant to their interests and transition from school. BGE pupils are now working towards JASS awards with a planned progression route through the coloured grades.</p>	<p>Embed the planning of activities and learning to support the JASS awards throughout the curriculum.</p> <p>Determine which SQA units would be appropriate for Senior phase pupils for 2019/20.</p>
<p>5. Peer and DHT lesson observations are completed and meaningful feedback/ support plans are created.</p>	<p>After a number of shared classroom experiences with the Depute HT, executive HT and external QIO, teachers have a clearer understanding of the expectations of what good teaching and learning looks like for our learners. A jointly written document (graffiti wall) describes the elements of this so there is a shared expectation of what a “good lesson” looks like. Clear development of practice during the year has been noted from teachers during these SCEs. Where additional support was seen, robust support plans were put in place.</p>	<p>Continue with rounds of shared classroom experiences, extending to opportunities with Stanmore teachers.</p> <p>Ensure clear links to PRD targets.</p>

Target	Evaluation	Next steps
<p>6. The school day is used to maximise learning by timetable review to ensure pupils are engaged at all times, minimising “down time”.</p>	<p>Learning time has increased through classes’ ring-fencing periods of teaching time where no therapies take place. Break times are more efficient allowing time for pupils to access outdoor activities. More pupils access their outdoor environment when able, although there is a requirement for further consistency.</p> <p>Personal care has been reduced to 1:1 instead of 2:1 for a number of pupils, increasing their independence .As well as maximising opportunities for learning and teaching, single handed care supports development of independence skills and increases dignity.</p>	<p>Change the structure of the day by moving lunchtime to 12.30.</p> <p>Re design pupil’s timetables with therapies embedded into classroom practice where possible.</p> <p>Continue pupil audits to evaluate levels of pupil engagement.</p>

Project 2:

Further develop more robust approaches to assessment and tracking of pupil's progress in learning.

Target	Evaluation	Next steps
<p>1. Develop a shared strategy for assessing the progression of pupil learning and how to use the information to plan next steps.</p>	<p>An understanding of the importance of assessment as a formative process has developed this year. The development of WOW moments has encouraged teachers to ensure targets are clear to everyone, recognise and celebrate progress and then use this assessment to develop next steps. WOW moment folders are starting to show a journey of pupil progress, linked to IEP targets and Milestones and Benchmarks.</p>	<p>Ensure the daily routines in timetable drive the processes behind the WOW moments to ensure learning targets are clear and learning is captured and recorded when it happens.</p>
<p>2. Develop a coherent system for monitoring and tracking pupil progression in learning across all areas of the curriculum.</p>	<p>Each pupil was assessed twice during the year against milestones or benchmarks, as appropriate. The coding system recommended by Education Scotland has been used. We have insufficient data to know yet if this system will demonstrate progression.</p>	<p>There will be a requirement to make the system more concise and targeted to each learner. Review if progress has been demonstrated for each pupil using this tool.</p> <p>Develop opportunities for external moderation.</p>

Target	Evaluation	Next steps
<p>3. Develop IEP process to drive target setting and assessment.</p>	<p>A new slimmed down IEP system was introduced this year, focusing on Literacy, Maths, H&WB. Targets were reviewed termly and sent home as a termly report. The process of writing and reviewing termly IEPs is embedded into teacher's practice and it is an effective way of providing progress reports to parents. Pupil progress has been audited using the IEPs and pupil progress is evident across all pupils and the 3 areas.</p>	<p>Targets need to be for all areas of learning, including AHP targets.</p> <p>Teachers need to develop skills to write SMART targets which can be more readily achieved by pupils.</p>

Project 3:

Develop a well-planned programme for transition that supports pupils into positive, sustained destinations taking into account their needs and wishes in collaboration.

Target	Evaluation	Next steps
<p>1. Develop transition class curriculum to ensure pupils experience external opportunities available to them, including work experience where appropriate and externally accredit them where appropriate.</p>	<p>Pupils in transition have experienced a varied and differentiated curriculum specifically designed to support their needs as they leave school. Learning was accredited with SQA units, Personal Achievement Award and Saltire awards. They have experienced volunteering, link courses with colleges and a wide range of community experiences.</p>	<p>Use Person Centred Planning approaches to develop pathways for transition.</p>
<p>2. Place pupil at centre of transition planning process by ensuring their views are recorded and at forefront of meetings. Pupils attend all or part of their transition meetings where appropriate.</p>	<p>Pupil voice was always at the centre of the transition processes. Talking Mats, switches and PowerPoints have been used to share their thoughts and choices. Teachers have been strong advocates for the pupils throughout the process. Pupils' destinations are where they want to go and include what they want to do.</p>	<p>Develop use of PowerPoints further in review meetings for pupil voice.</p>

Target	Evaluation	Next steps
<p>3. Parents / carers have sufficient information to support pupil in their transition from all external stakeholders.</p>	<p>All families had at least 4 transition meetings with appropriate agencies at the meetings where they could find out information and give their views. Teachers have been very supportive of parents who have found transition challenging. Parents became more confident over the year to engage in the process and drive forward their own agendas.</p>	<p>Continue with regular transition meetings for families.</p>
<p>4. Pupils are confident communicating in the community and with new people.</p>	<p>Pupils have shown great enjoyment of the days they attend their future placement. They are confident and happy to communicate with people in their new placement and have a positive view of leaving school and moving onto new ventures.</p>	<p>Continue with breadth of community experiences in the curriculum and looking for links into programmes where older pupils may move to post school.</p>

Project 4:

Develop a model of reflective, professional learning based on best practice that enhances leadership and capacity in the school moving provision towards the highest standards of excellence.

Target	Evaluation	Next steps
<p>1. Implement a CPD programme throughout the school year based on teacher's needs to fulfil their role within school.</p>	<p>Teachers have attended training and professional development, both internally and externally throughout the year. They have shown increased expertise in supporting pupil's anxiety, reducing challenging behaviour planning for sensory needs, and communication strategies such as signing. Where teachers have shown a need for greater support, this has been provided by the senior team.</p>	<p>Identify training needs for next year.</p>
<p>2. Ensure all teachers are reflective in their practice, receive PRD, are meeting GTCS standards and are completing their professional update and CLPL.</p>	<p>Teachers had opportunities to reflect on their practice through their PRD sessions, feedback meetings after shared classroom observations, and with their learning partner from Stanmore school. Most teachers when evaluating their planning, showed very accurate reflection, and knowledge of how to develop their practice.</p>	<p>Continue with developing PRD processes for teachers.</p>

Target	Evaluation	Next steps
<p>3. Ensure teachers meet regularly to provide collegiate working and a professional dialogue.</p>	<p>Teachers meet regularly in diarised meetings. They met with Stanmore teachers to share good practice on a training day and have been to observe at each other's schools to share good practice. A successful teacher's conference was held to develop learning partnerships. Teachers feel they have a larger peer support group now and are starting to develop a confidence in their abilities.</p>	<p>Formalise the sharing days with Stanmore and increase opportunities to work with a broader range of teachers.</p> <p>Hold a second teachers conference in September.</p>
<p>4. Ensure all teachers take on a leadership role within school</p>	<p>This target has not been developed this year. One teacher was given a secondment as a lead teacher to support the curriculum and CPD.</p>	<p>Continue target next year.</p>

Target	Evaluation	Next steps
<p>5. Implement a cycle of self-evaluation processes linked to HGIOS4.</p>	<p>A self-evaluation and quality assurance calendar described the processes undertaken in school to build up a portfolio of evidence.</p> <p>There has been 3 'Supported Self-Evaluation Visits' with our external QIO providing the challenge and validation. A report was then completed which informs next steps based on 'HGIOS?4'. 3.1 Wellbeing, Equality and Inclusion was judged as 'very good' in December 2018, and 2.4 Personalised Support was judged to be 'good' in October. QI 2.3 Learning, Teaching and Assessment was reviewed in the spring. The evidence, observations and discussions evaluated on that day concurred with the school's view that the grade of 'Good' is currently accurate.</p> <p>Teachers have a clearer understanding of the QIs and what evidence we need to demonstrate our work and development.</p>	<p>Continue to embed self-evaluation practices into the work of the school, to include all staff, not just teachers.</p>

Key Indicators

	Quality Indicator	School Self- Evaluation 2018 – 19	Evidenced through
1.3	Leadership of Change	VERY GOOD	shared classroom observations, school visits, meeting minutes from QIO.
2.3	Learning, teaching and assessment	GOOD	Validation reports, shared classroom observations, school visits, peer observations and review, meeting minutes, pupil assessment, PRDs, teachers planning
3.1	Ensuring wellbeing, equity and inclusion	VERY GOOD	Validation reports, shared classroom observations, school visits, peer observations and review, meeting minutes, Pupil files, parent feedback. Attendance data
3.2	Raising attainment and achievement	GOOD	Validation reports, shared classroom observations, school visits, peer observations and review, meeting minutes, pupil assessment, IEP audits, attendance data, NEET data
2.4	Personalised support	VERY GOOD	Validation reports, shared classroom observations, school visits, peer observations and review, meeting minutes, pupil assessment, pupil files

5. School Improvement Plan 2019 – 20

NIF Priority 1	Improvement in attainment, particularly in literacy and numeracy			
Priority 1a	Continue to develop the personalised model of education, which recognises and progresses the whole individual, integrating provision across a range of specialists.	Baseline Evidence A number of documents are used to describe pupil's learning and therapeutic intentions which reduces clarity across the school staff. Holistic ways of working still need to be embedded into the school systems.		
Outcomes	Pupils have high levels of engagement with their learning because it is interesting and relevant. Every opportunity is taken to maximise learning and therapeutic opportunities across the school day. All staff know the holistic needs of each pupil and their goals.			
Tasks	By when	Intended Impact	Staff Responsible	Evaluation
1. Create individualised timetables for each pupil	Aug 19	Pupil interest and engagement is maximised through personalisation of the curriculum	DHT PT Class teachers	
2. Agree format of a single document for all a pupil's targets and goals.	Aug 19	All staff use this document so they are aware of pupil's intended learning in all areas and progress is recorded holistically through WOW moments folders and IEPs.	DHT AHP PT	

Tasks	By when	Intended Impact	Staff Responsible	Evaluation
3. Embed learning targets and therapy goals into classroom activities throughout the day.	Aug 19	Planning demonstrates how pupils targets for learning and therapy are being met within curriculum opportunities.	PT Class teachers AHP	
4. Maximise AHP support within the classroom to enable holistic teaching approaches to take place.	Aug 19	Therapies are embedded into learning activities where appropriate. All staff have the skills to support communication, and physical development in all settings in a consistent way.	Class teachers AHP	
5. Formalise evaluation of pupil engagement with regular pupil audits.	Sept 19	There is clear evaluative evidence about the levels of pupil engagement to ensure this is maximised at all times.	DHT	
6. Develop the use of person centred planning approaches to ensure pupil voice is central to annual review meetings.	Oct 19	Pupil voice is developed through more structured processes and shared more widely.	DHT Assistive technology specialist AHP	
7. Accredit pupil's individual achievements with JASS awards and SQA units	Aug 19	Pupil achievement is accredited with a national scheme.	DHT PT Class teacher	
8. Simplify pupil progress tracking systems so that pupil progress can be easily identified.		Tracking systems are easier to use and the coding can provide a simple visual representation of pupil progress.	DHT PT Class teachers	

NIF Priority 2	Closing the attainment gap between the most and least disadvantaged children and young people			
Priority 2a	Extend the curricular range to narrow the experience gap of our pupils and to improve their engagement with wider opportunities.	Baseline Evidence The nature of our pupils disabilities combined with barriers such as lack of transport reduce the pupils' access to a broad range of curricular activities.		
Outcomes	Pupils have experienced a wide range of opportunities in the arts, sports and outdoor learning that would not normally be available to them. They will have made connections with external providers who could continue to provide activities for them beyond school.			
Tasks	By when	Intended Impact	Staff Responsible	Evaluation
1. Develop sports opportunities in the community	Aug 19	Pupils experience sport in a range of community settings and have a range of options for possible activities post school.	PT, Class teachers	
2. Develop opportunities where external coaches or tutors come into school to deliver a range of new activities.	Aug 19	Pupils have experienced a wider range of activities in the curriculum such as yoga or storytelling.	PT, Class teachers	
3. Continue work with Paragon Arts to provide music, dance opportunities.	Nov 19	Pupils continue to develop the work started with Paragon Arts last year using music and dance as the medium.	PT, Class teachers	
4. Investigate Riding for the Disabled	Aug 19	Therapy goals can be met in new and interesting ways such as horse riding.	PT, Class teachers	
5. Investigate outdoor learning opportunities such as orienteering, geocaching	Aug 19	Pupil's interests can be extended through a wider range of activities available in the outdoor environment.	PT, Class teachers	

NIF Priority 3	Improvement in children and young people's health and wellbeing			
Priority 3a	Continue to develop collaborative approaches to meeting educational, therapeutic and environmental requirements of learners with sensory integration needs.	Baseline Evidence Not all school staff have worked with pupils with sensory integration requirements and so experience and training needs to develop across the whole staff.		
Outcomes	<p>Pupil's sensory needs are clearly assessed and acknowledged across the staff group.</p> <p>Pupils have optimum opportunities for learning because barriers created by their sensory processing needs have been reduced. These opportunities are consistent across the day in all settings and with all staff.</p>			
Tasks	By when	Intended Impact	Staff Responsible	Evaluation
1. Ensure staff have clear understanding of sensory processing.	Oct 19	All staff have a knowledge of sensory integration, how it can be impaired and also improved.	Occupational Therapists	
2. Undertake assessments of pupil's needs in relation to sensory processing.	Dec 19	There is clarity about how sensory processing issues have affected a pupil's functioning.	Occupational therapists Class teachers	
3. Identify appropriate ways of working with individual pupils to reduce sensory integration issues.	Oct 19	Staff work consistently with pupils in a range of approaches to improve any sensory issues.	Occupational therapists Education staff	
4. Ensure all learning spaces reduce pupil's sensory issues.	Sept 19	School environment enhances learning for all pupils.	AHP Class staff	

Tasks	By when	Intended Impact	Staff Responsible	Evaluation
5. Extend pupils' opportunities for movement experiences during the school day.	Aug 19	Pupils have increased opportunities for independent movement to support their proprioceptive and vestibular development.	Physiotherapist Occupational therapists Class teachers	

NIF Priority 4				
Improvement in employability skills and sustained, positive school-leaver destinations for all young people				
Priority 4a	Develop vocational learning routes Eg. Horticulture as part of the curriculum to prepare pupils for meaningful activities in adulthood.		Baseline Evidence College will not be an appropriate destination for some pupils in the future but meaningful activity should be a goal for all. Currently our curriculum does not provide sufficient opportunities for vocational learning.	
Outcomes	Pupils access a vocational pathway through their school curriculum, which develops and extends their key skills and their opportunities to access meaningful activity beyond school.			
Tasks	By when	Intended Impact	Staff Responsible	Evaluation
1. Develop horticulture into curriculum across the year.	Aug 19	Pupils have a planned range of meaningful activities around horticulture in their timetable that will be a vehicle for learning and therapeutic targets.	Class teachers	
2. Scope a project to build a polytunnel in school grounds	Sept 19	Polytunnel will allow horticultural activities to go on throughout the year and allow enterprise activities to be developed.	DHT	

Tasks	By when	Intended Impact	Staff Responsible	Evaluation
3. Contact Morrisons supermarket for funding for polytunnel	Aug 19	Existing funding will be extended to allow for additional items in polytunnel such as automatic watering.	DHT	
4. Investigate accreditation routes for horticulture	Sep 19	Pupils learning is recognised by a national accreditation.	DHT Class teachers	
5. Liaise with landscape gardener for additional ideas to develop school grounds for horticulture.	Sept 19	The grounds are better utilised for the benefit and learning of pupils, increasing outdoor learning opportunities.	DHT Class teachers	

Priority 5	HGIOS 4 1.3 Leadership of Change			
Priority 5a	Develop a vision, values and aims shared with all stakeholders, which drives forward continuous improvement and raises standards in the school.	Baseline Evidence The school has undergone significant change and requires a process of re visioning with new staff team.		
Outcomes	School has an ambitious, shared vision and values, which allows all stakeholders to drive forward and continuously improve pupil outcomes. Leaders in the school manage the strategic change required to implement the vision.			
Tasks	By when	Intended Impact	Staff Responsible	Evaluation
1. Consult with all stakeholder in a variety of ways to determine an agreed vision owned by all.	Sept 19	We have a clear understanding of all stakeholders' views and the context in which the school functions to enable a vision to be agreed.	School staff Parents Capability Scotland Pupils	

Tasks	By when	Intended Impact	Staff Responsible	Evaluation
2. Articulate the vision and share it widely.	Oct 19	All pupils, parents, partners, and staff are committed to a shared vision, which positively affects the quality of provision in the school.	School staff Parents Capability Scotland Pupils	
3. Design a new logo, which encapsulates the agreed vision.	Oct 19	School has a new logo to re-launch the changes in the school.	School staff pupils	
4. Re organise the school day to maximise learning opportunities and reduce downtime.	Aug 19	The school day is best planned to ensure maximum learning, therapy and health and wellbeing opportunities for every pupil.	DHT PT	
5. Develop leadership skills across all areas of the school	On going	Staff at all levels take responsibility for implementing change, working collaboratively and with self-reflective practices.	DHT Team leaders	

Appendices

Appendix 1 – Value Added Report

i. Attendance

Pupil Attendance 2018 - 2019

Terms 1 - 4

15/08/18 - 28/06/19

	Possible Attendance for all Pupils	Number of Absences for all Pupils	Absence as a percentage for all Pupils
Term 1	600	46	8%
Term 2	628	35	6%
Term 3	833	66	8%
Term 4	717	32	4%
Whole School Year	2778	179	6%

Average attendance in Scottish special schools for pupils with physical or motor impairment was 90.6%. (Most recent data available year is 2016/17). Corseford School has higher attendance at 94% due to its ability to support each individual pupil's health and wellbeing through the range of professionals working with the pupil and their family.

ii. Exclusions

There has been no exclusions in this academic year.

iii. IEP outcomes

See separate document

iv. Curriculum for Excellence

The vast majority of pupils are working at Entry level of CfE in all the subject areas. There are a number of curriculum organisers where a small number of pupils are working at elements of, but not achieving, at First level. It is more appropriate for pupils to be following their own individual milestones.

v. Senior phase attainment

Senior phase pupils completed a range of standalone SQA units as well as the SQA Personal Achievement Gold Award. In total 6 pupils achieved 38 units with 9 of these being at level 2.

SQA UNITS OFFERED AND COMPLETED 2018/19	LEVEL	NUMBER OF PUPILS ACHIEVING THE UNIT
Personal Development: Managing a Difficult Personal Situation	1	4
Personal Development: Residential Experience	1	6
Spanish: Life in Another Country	1	1
English and Communication: Listening and Talking	2	4
Independent Living Skills: Common Dangers in the Home	1	3
Personal Development: Experiencing a Work-related Activity	1	3
Personal Development: Finding Out About the World of Work	1	3
Personal Development: Developing Positive Behaviour	1	1

SQA UNITS OFFERED AND COMPLETED 2018/19	LEVEL	NUMBER OF PUPILS ACHIEVING THE UNIT
Employment Skills: Preparing for Employment	2	2
Social Subjects: Cultural Celebrations and Festivals	1	6
Lifeskills Mathematics: Money	2	2
Lifeskills Mathematics: Number and Number Processes	2	1
Science: Living Things	1	1
Information and Communications Technology: Searching for Information	1	2
Number Skills: Handling Information	1	1
Number Skills: Recognising Numbers	1	1
Number Skills: Handling Money	1	1

vi. SIMD

When using postcode analysis, SIMD 1 is listed as being most deprived and SIMD 5 being least deprived. Deprivation is not an indicator of low achievement at Corseford School.

Quintile	1	2	3	4	5
No of pupils	1	0	5	6	3

vii. LAC

There are 2 LAC pupils in school, placed with long term foster carers. We have very close relationships with these families, to provide support around health, and learning. LAC reviews have always shown that social workers are very happy with the differentiated approach we take to education and how we are supporting GIFEC at school with our holistic methods.

viii. PEF evaluation

See separate document