

New Struan School

Included, confident learners in the community

Standards and Quality Report 2020 to 2021

About our school

New Struan School is an independent day and residential school located in Alloa for pupils between the ages of 5 and 19. We cater for pupils across the autism spectrum with different levels of communication, social understanding and sensory needs. We currently have 23 pupils from 11 different local authorities.

Our vision is to enable our pupils to become included, confident learners in the community. We know that young autistic people can be successful learners and we strive to provide the structured and supportive environment which enables them to reach their full potential.

New Struan School is part of Scotland's national autism charity, [Scottish Autism](#) which enables autistic people to lead happy, healthy and fulfilling lives.

School Improvement Priorities 2020 to 21

Leadership and Management (HGIOS Quality Indicators 1.3 and 1.4)

- Across the two settings the care and education staff have an excellent understanding of the pupil support and education
- Sharing our reflective learning culture internally and externally
- Each member of staff motivates, inspires and supports the implementation of our Learning and Teaching Action Plan

Learning Provision (HGIOS Quality Indicators 2.2, 2.3 and 2.4)

- We maximise learning opportunities and minimise downtime
- We increase expectations of what our young people can achieve
- Our teachers lead our learning culture
- The range of supports and approaches enable pupil independence and responsibility
- We have a collegiate approach to planning across the curriculum

Successes and Achievements (HGIOS Quality Indicators 1.1 and 3.2)

- We are enhancing the role of pupil voice and how it shapes improvement and change

- We recognise and celebrate achievements across home and school
- We continue to develop accreditation opportunities for all learners

What has gone well?

The school welcomed a new Headteacher in November 2020 and the transition has been positive. Feedback from pupils, families, colleagues and partners has been that communication has been strong and that all parties feel supported. Despite a very difficult year morale within the team has remained high.

As the school has worked through a number of different models due to the pandemic as a result teaching and support practice has developed. There have been some very collaborative and innovative developments during the school closure period and blended learning. School staff had additional training time and leadership at all levels was developed through individual practitioners delivering input around areas such as conceptual numeracy, sensory environments and a total communication environment. These trainings have been taken forward and embedded through our 'plan, do, check, act' cycle.

Our young people have achieved a number of SQA Units and accreditations including full awards in National 3, National 4 and Higher (see appendix 1 for the 3 year analysis). We also have young people achieving accreditation in John Muir, High 5 and Dynamic Youth awards.

We are continuing to see a pattern of positive destinations for our young people. We have 7 school leavers this summer and four of them are going into supported tenancies where they will continue to build on the life skills and experiences gained from school. Two of our young people have completed college courses with one going on to further education at University and the other pursuing a career in music production.

With the addition of a PE teacher we are able to offer the legislative requirement for PE to our learners in a way that is appropriate to their needs. We are also able to offer additional experiences such as Tennis and Parkour at the request of our learners.

Next Steps

- Continue to develop the stress reduction and low arousal approaches within the school
- UNCRC reaccreditation and further embedded across our approaches and curriculum
- Pilot Project called 'Upswing' to support young people who cannot access a school environment
- Review transitions with a focus on our school leavers
- Continue to build on the accreditation opportunities for all learners

COVID 19

Covid 19 presented challenges that we have never faced before and required us to change our model of education several times throughout the periods of lockdown and restrictions. Some of our young people enjoyed home learning and others found it very challenging. We also acknowledge the additional pressures that this time has placed on the whole community and particularly our families.

We have not been able to fully develop the priorities identified in the 2020 -2021 school improvement plan but there has certainly been a great deal of learning and developments in practice. We are currently reflecting on what New Struan Learned during the pandemic and how we move forwards from here.

National Improvement Framework Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2018 - 2019	2019 - 2020	2020- 2021	Inspection Evaluation
				August 2019
1.3 Leadership of change	Good	Good	Good	Good
2.3 Learning, teaching and assessment	Satisfactory	Satisfactory	Good	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	Good
3.2 Raising attainment and achievement	Satisfactory	Satisfactory	Good	Satisfactory

