

St. Andrew's
International



St. Andrew's School

Standards and Quality Report

Session 2025-2026



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School Forward

We are pleased to present our Standards and Quality Report for Session 2025 - 2026. This report forms part of our quality improvement framework and provides important information regarding our schools' progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in St. Andrew's School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing? In these sections we will discuss the practice at St Andrew's and the progress that we are making.

How do we know? In these sections we will discuss the evidence for the progress that we have made and the levels that we have assigned.

What are we going to do now?



Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Within this document we have indicated what progress we made with these priorities in Session 2025/26 and what the impact has been.

You can find out more about the National Improvement Framework and drivers at:

[National Improvement Framework \(NIF\) - Schools - gov.scot](https://www.gov.scot/nif-schools)

Our next steps in continuing to address these priorities in session 2026/27 are detailed in our School Improvement Plan which can be found on the school website.

[St Andrews, Inverurie](https://www.standrews.inverurie.ac.uk)

We have evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) which is a key aspect of the Scottish approach to self-evaluation and school improvement

At St Andrew's, we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Gina Drummond

Head Teacher

Section 1 - Context of the School

Context

Within St Andrew's School, we aim to provide a learning experience that is both inclusive and ambitious for all – a curriculum which is both challenging and provides opportunities to develop skills for learning and life. Our community is made up of pupils with complex needs.

St Andrew's School educates pupils from P1 – S6 over each of the curriculum areas working in line with the Curriculum for Excellence. The progression pathway for our pupils begins with Aberdeenshire Council's Framework for pupils with significant and complex needs which supports our learners through pre-early and early level. Our pupils can then progress through the varying levels of the Curriculum for Excellence if appropriate. Pupils then move into the Senior Phase at S4 – S6 where SQA National Units and Personal Development awards are studied. All pupils are individuals and as such they follow an individualised curriculum at appropriate levels.

St Andrew's classes are typically made up of 6-8 pupils with one teacher and two support staff. We currently have nine classes and a school roll of approximately 70 pupils.

St Andrew's School is committed to multiagency working and works closely with the Inverurie and Aberdeenshire CDT team (physiotherapy, occupational therapy, speech and language therapy). We also work with the sensory impairment service, CHAS, PAMIS, Charlie House and several other local authority organisations in the support of our pupils and families. Over the last year, we have continued to develop strong relationships with adult services and providers with a view to making the transition process more streamlined and more young person/family friendly. St Andrew's School is an NAS advanced accredited school and also has achieved the Gold Rights Respecting standard. St Andrew's School embraces the use of technology to support learning. We have developed a close working partnership with ASPECTs who assist staff and pupils with ICT applications.

As a Complex Needs Provision (CNP) we share our expertise and skills through extending outreach and in-reach support to local schools and other educational provisions. We provide placements for Paramedic, Nursing and Social Work students and also have a range of Foundation Apprenticeship students from local secondary schools.

Although analysis of the SIMD data shows that no child at St Andrew's School lives in an area of deprivation (deciles 1 and 2) and over 60% of children are in deciles 8, 9 and 10 we believe that there are many forms of deprivation and we recognise this. Although St Andrew's School does not have any children who are classed as living in an area of deprivation, our pupils can experience a wide range of barriers to learning, such as isolation and reduced opportunity in accessing the local community. These

are the issues which we aim to address through our PEF spend and our improvement planning.

In 2025 - 2026 a significant percentage of the PEF was used to purchase a minibus for increasing the community engagement and experiences and outdoor risk taking for our pupils. We were also able to develop a comprehensive programme for our transition pupils. These pupils were given the opportunity to visit some of the venues that they may experience upon leaving St Andrew's. Additionally a number of pupils utilised the bus for trips out into the community. We were able to staff this by using funds from our PEF allocation.

Extraordinary people are what make St Andrew's a very special school.



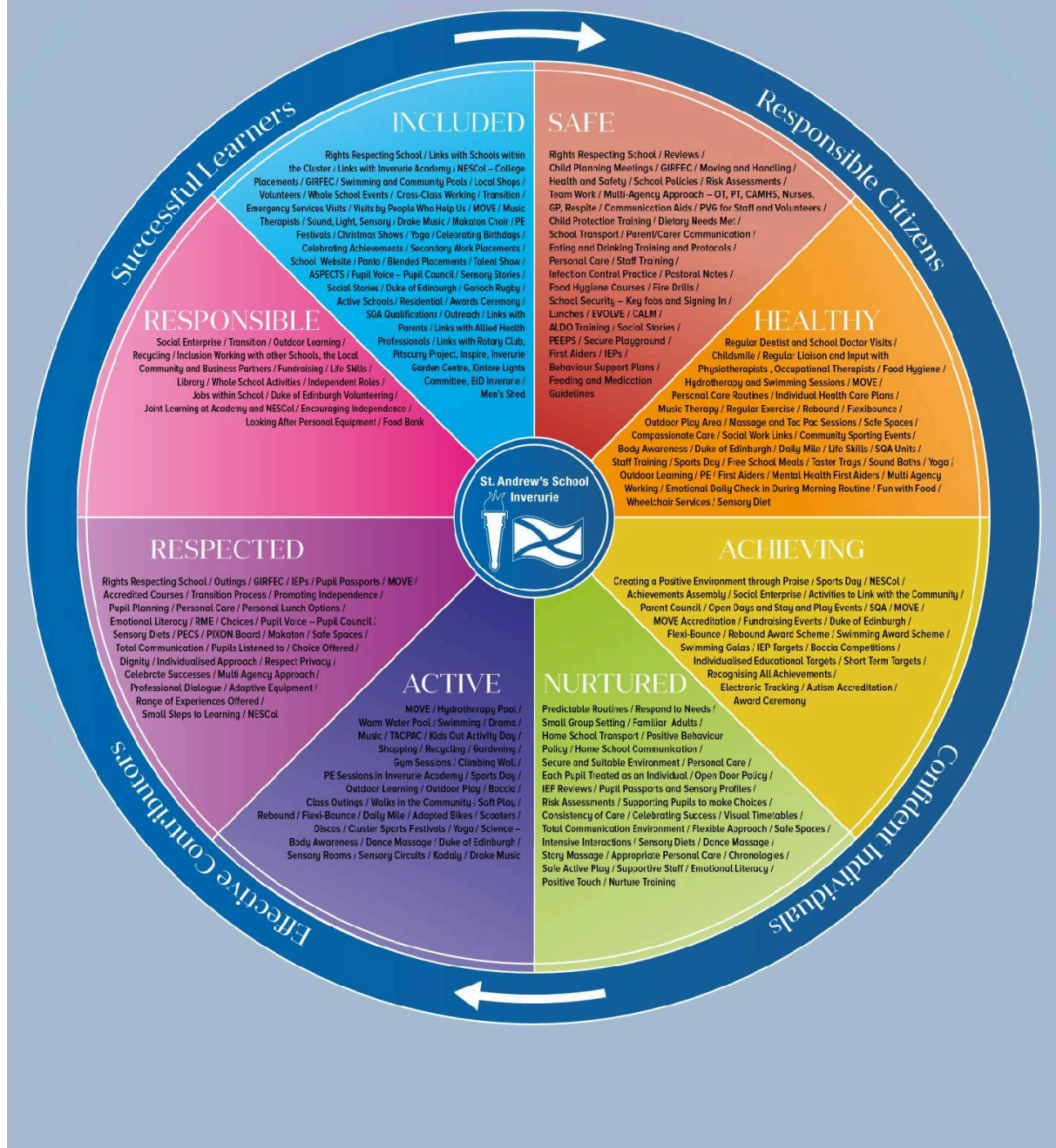
Our Vision:

- To deliver excellence in the education of our pupils so they become the best they can be
- To share our knowledge and expertise in order to enhance learning provision for all

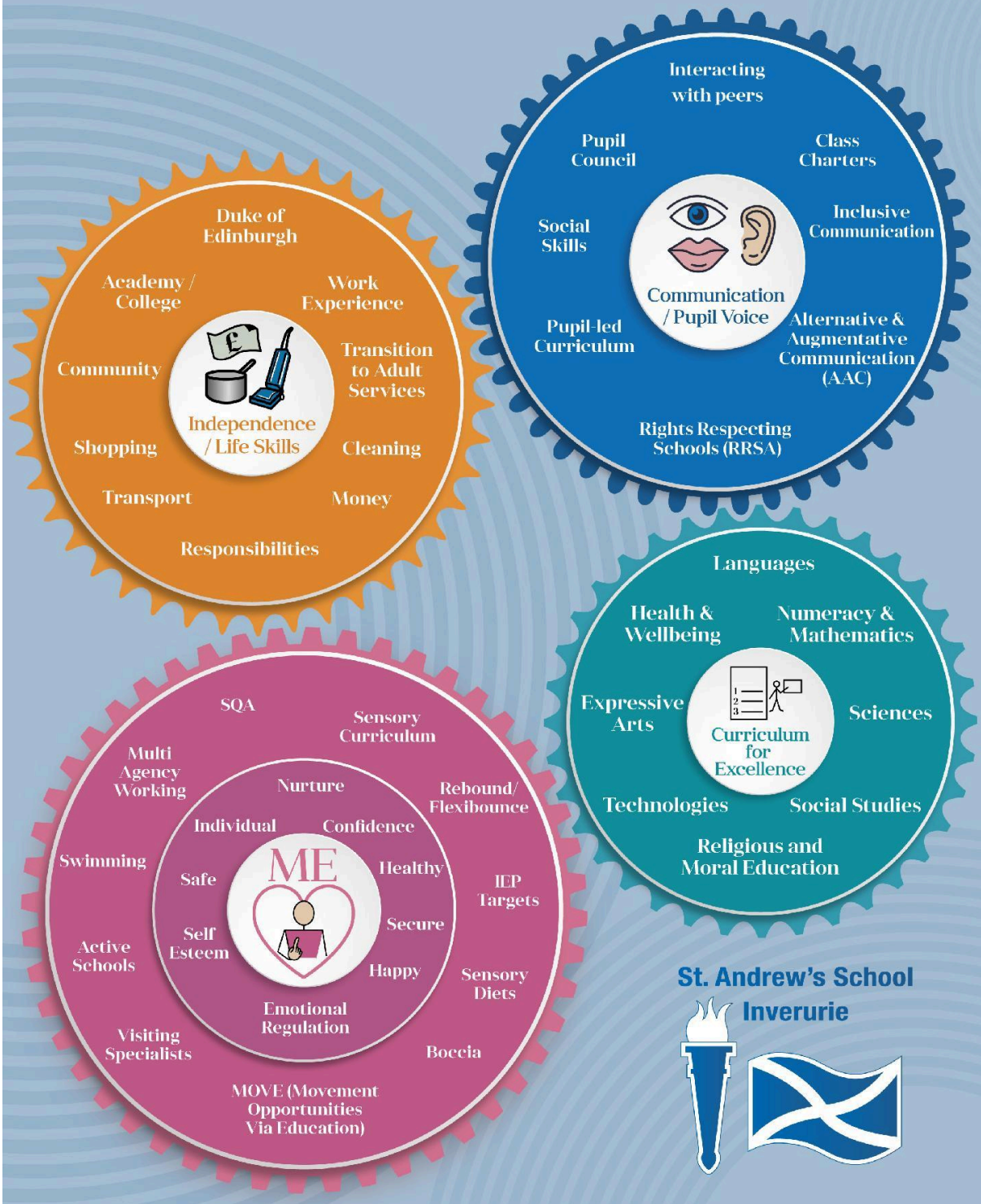
We aim to:

- Get It Right For Every Child
- Drive educational excellence
- Commit to lifelong learning
- Invest in our staff
- Involve parents and carers
- Work effectively with multi-agency professionals
- Succeed and celebrate together

St. Andrew's School Wellbeing Wheel



St. Andrew's School Curriculum Rationale



Section 2 - Review of priorities for session 2025-2026

Priority 1	How did we do?
The development and organisation of the structure and content of the Literacy Curriculum NIF Driver(s): - School and ELC Improvement. - School and ELC Leadership - Teacher and Practitioner Professionalism - Parental Engagement - Curriculum and Assessment - Performance Information	We have made good progress
	What did we do?
	- Establish a working group and a literacy lead - Conduct an audit of current literacy programmes and resources in use throughout the school - Determine if the current resources are fit for purpose and identify any gaps with suggestions of appropriate solutions - Began to develop a literacy resource 'menu' which details programmes and resources available relating to the milestones and benchmarks to detail a progression structure - Establish a central literacy resource area within school - Set up a school library system which is accessible to all of our pupils with resources which meet the needs of all of our pupils
	Evidence indicates the impact is:
	Statistical measurable impact expected to be seen over the three years. This will be evidenced by tracking data using St Andrew' bespoke electronic tracking system. Pupils now accessing more quality resources filtered for their ability and interests. Work has begun to refresh class libraries, reflecting pupil interest and providing a greater choice of resources that provide potential for rich literacy development. Accessibility to literacy resources has improved, encouraging a wider range of topics and strategies for the pupils with the variety of resources available. Staff have identified their training needs in literacy, reflecting on their current classes. Generated staff considering suitability of resources we have and what resources training they may need to address the gaps. We have been able to establish if our current reading schemes are still appropriate for our pupils, ensuring

	that pupils are getting the best possible reading experience for their needs Library now sorted by genre making it easier to access developmentally appropriate resources. Staff access to topic related resources has increased and therefore there is a wider breadth of experience of resource available and used by pupils.
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Priority 2	How did we do?
Embedding play pedagogy within our curriculum and how we provide meaningful and relevant play opportunities for pupils at all stages	We have made good progress.
NIF Driver(s): - School and ELC Improvement. - School and ELC Leadership - Teacher and Practitioner Professionalism - Parental Engagement - Curriculum and Assessment - Performance Information	What did we do? - Organised an in-service play theory from Hirstwood specific to pupils with complex needs – What does play look like for pupils with autism and other complex additional support needs? - Professional reading and discussion to develop understanding of play pedagogy particularly 'Realising the ambition', schemas, the 6 stages of play development and the role of intensive interaction - Familiarisation with the early level Play Pedagogy Toolkit and Realising the Ambition - PSA meetings to include awareness raising of play pedagogy - Set up a play environment containing a central resource bank - Development of IDL/topic 3 year bundles to incorporate play opportunities - Develop tracking for play progression via curricular tracker and IEP tracking - Staff to visit other play based environments (CNP, EP and mainstream provisions) to share expertise

	and ensure that we are offering comparable experiences and opportunities
	Evidence indicates the impact is: Staff are better informed about play pedagogy which is evident from quality of planning and evaluation of pupil experiences and from questionnaire responses. There is a greater overall understanding of different stages of play development and how this presents in our neurodivergent demographic – pupil choice is respected and alternative play styles supported. St Andrew’s School has embarked upon the Play Pedagogy Award with Play Scotland which will be acquired over the next 3 years. Familiarisation with ‘Realising the ambition’ has raised awareness of national priorities reflecting in learning and teaching opportunities particularly in relation to the play initiative. Development of a play room and associated resources has been effective in providing enhanced play learning opportunities for a higher percentage of pupils. Observations by SLT have evidenced high quality interactions between staff and pupils during outdoor play opportunities. IDL topic planners now reference relevant and meaningful play opportunities – these will be trialled over session 2026-2027. For example for the whole school topic of minibeasts the playroom was set up with theme based contextualised learning around the topic like books, soft toys, small world play, construction opportunities. Play trackers have been identified which will evidence individual progress and inform next steps – these will be trialled over session 2026-2027. Pupils have access to a designated playroom where they can engage in a wider range of play experiences beyond those available in the classroom, supporting their social, emotional and cognitive development.

	Additional resources will be added to encourage learning through play and support the development of schemas through exploration, repetition and discovery. One of the main impacts of this improvement priority has been for pupils who have previously been unable to access appropriate resources due to the nature of peers and safety concerns. For example many classes have pupils with PICA and pupils who throw and this has meant the other pupils could not freely access small parts play or construction blocks. Now that these barriers have been removed pupils are getting play opportunities that they did not have before at school and potentially at home.
Priority 3	How did we do?
Improving how we best prepare our pupils for life after school and how we can increase pupil involvement in the community throughout their school career. NIF Driver(s): ▪ School and ELC Improvement. ▪ School and ELC Leadership ▪ Teacher and Practitioner Professionalism ▪ Parental Engagement ▪ Curriculum and Assessment ▪ Performance Information	We have made Very good progress in this What did we do? • Purchase and use of new minibus to allow safe travel into the community with a focus upon transition pupils and those pupils who have not been able to access the community. • Use of IEP targets and tracking in order to ensure that community and transition learning are factored into targets • Plan outings into community using available staffing and parent volunteers • Children plan outings – pupil voice – choice used to determine venues giving autonomy and respecting rights • Build relationships with post school providers • Develop a more comprehensive understanding of skillset requirement in relation to post school access • Production of a Senior Phase handbook • Set up an afterschool/in school termly meeting for transitioning parents • Appoint a post school lead

	• Audit of post school provisions including PA services
	Evidence indicates the impact is:
	• Weekly Library Visits during Term 1 and 2 enabled six pupils to regularly visit Inverurie library. There were also days when an additional two to three pupils attended with PSA support from Crathes Class. The visits also provided reassurance and support for Midmar class to attend the library weekly. • In terms 3 and 4, each class had the opportunity to have three or four 1 hour weekly visits – this included shopping trips and gym trips. Crathes and Wardhill opted for longer day trips for social outings: bowling and eating out. 8 out of 9 classes (88%) across the school have benefitted from this. • Pupil choice is still an area to be worked on. Some pupils stated where they wanted to go. Other classes were led by learning/IEP targets • Wednesday afternoons – each week a group of five S6 pupils have visited a number of adult services provisions across all terms. 1:1 visits with an additional S6 pupil have also taken place. (66% of S6 pupils accessing regular visits to a variety of providers). • In term 4, two pupils have visited their chosen adult placement on a weekly basis. • All pupils in S6 have developed familiarity with their adult placement. • Knowledge of provisions has been greatly increased with attending staff. This information is shared with all staff, parents and to be included in the senior phase handbook. • Contact and liaison with provisions to ask for their input has been used and collated to inform improvement ideas for next session to be included in the Senior phase handbook.

	• 75% of parental engagement coffee mornings this year have had a focus on transition. 50% of meetings were attended by the Social Work Team to share information with parents. • As a result of our Wednesday visits, adult provisions have offered parents open days/evenings for parents/pupils to visit. • Parents are clear that their young person leaves at the end of S6 and have an increased understanding of the role of school and Social work in the process. Parents and carers are actively encouraged to visit provisions more often and become more involved in the process.
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Section 3 – Quality indicators – Key strengths and priorities

1.3 Leadership of Change

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners.

Evaluation: Good

Key Strengths:

Developing a shared vision, values and aims relevant to the school and its community

- St Andrew's maintains an ethos which is warm, positive, nurturing and promotes mutually respectful relationships within a clearly understood framework.
- The vision, values and aims at St Andrew's School are clear and shape the school ethos. We often refer to these values in staff meetings and in PRD type activities. These values and the vision have been developed through an extensive consultation with parents, staff and the community and we work collaboratively to embed them. The vision, values and aims reflect the national agenda of excellence and equity for all learners and the desire of St Andrew's School to share good practice and skill with others.
- St Andrew's staff know the pupils very well and we have excellent relationships with almost all of our parents and carers. We understand the social demographic of our school and the barriers that both pupils and carers face within their communities. We work hard at ensuring that all voices, especially those of the pupils are heard and we place value upon our rights respecting status. All staff continue to strive to ensure they are supportive and understanding of all families and ensure all pupils have access to a pupil centred and led individualised curriculum which allows them to achieve and attain to the best of their ability.
- St Andrew's is developing robust quality assurance processes to ensure there is a focused attention on monitoring and evaluating learning and teaching. There is a clear self-evaluation calendar and all staff are becoming more comfortable with both peer and SMT observation as well as evaluation discussions around monitoring and tracking.

- All staff have access to effective Professional review and development and continuous professional learning which links very closely to both the school improvement plan and GTCS standards. These opportunities support staff to reflect and self-evaluate against professional standards as well as identify appropriate next steps. There is clear evidence of leadership at all levels and staff are confident to plan and lead initiatives. For example at St Andrew's our CSP co-ordinator is a member of teaching staff, as is our Rights respecting Schools Co-ordinator. Our PSA staff are rebound therapy trainers alongside our designated PE teacher
- Pupil voice is embedded in the ethos of our school. Although pupils are often not able to verbalise their needs, our rights respecting approach means that where possible, pupil choices are respected and facilitated.
- St Andrew's School have developed effective community links and attend/participate in events such as the Inverurie Pantomime performances, participation in events and competitions and direct liaison with local businesses.
- Relationships with Third sector transition venues are strengthening and this has led to more robust transition planning and pupils experiencing visits are pre-planning with more confidence.

Strategic planning for continuous improvement

- The SLT protect time for all staff to engage regularly in discussions that inform the school's improvement plan. This session there has been a focus on 2.3 Learning and Teaching. SLT meet with teaching staff to monitor and evaluate development in all forms.
- SLT have an open door policy and are advocates of change and distributive leadership. This has ensured that all staff who wish to take forwards initiatives are able to and supported. SLT listen where there are concerns (such as the recording of violent incidents) and enact improvement where possible.
- Continuous Professional Development is a priority at St Andrew's School. We recognise that all staff must be involved in continuous improvement to ensure all learners achieve their potential. Within the constraints of the current fiscal situation, it has become evident that in this school CPD works best and therefore school based In-service opportunities are created for all staff where possible. These link closely to the school improvement plan and staff are also encouraged to seek out additional CPD opportunities. For example training all our staff as MOVE practitioners has led to an increase in MOVE across the school and a self-sustaining model of MOVE practitioners being present in all classes and the use of flexi-bouncers. Our CPD this year will focus upon play pedagogy as this is one of our improvement planning priorities.

- All staff are able to contribute to the strategic direction of the school through professional dialogue. Suggestions made by staff are always listened to and taken forwards if appropriate. The improvement plan for the school is developed by teaching staff and PSWs at staff meetings and there is the opportunity for PSA staff to contribute through meetings also.
- St Andrew's has a dedicated school mentor for new staff and has welcomed the addition of nursing, paramedic and social work students. St Andrew's School values leadership at all levels and tried to create a variety of opportunities. The prospects for staff be involved in whole school leadership is always considered and utilised where appropriate. This includes participation on the DLT (devolved leadership team) collaboration on developing both planning and tracking programmes and taking initiatives forward. There are many opportunities for active engagement with parents/carers throughout the school session.

Implementing improvement and change

- At St Andrew's we are advocates for change and considered risk taking.
- St Andrew's staff constantly evaluate practice and our peer evaluation programme ensures that constructive feedback informs next steps.
- Practitioner enquiry, which is widely developed on an informal basis was a focus in 2025 – 2026. Last session we concentrated on 'Realising the Ambition'. Time was given to professional reading and discussion from the working time agreement and SLT observations and plenary were also undertaken.
- Many staff are involved in leadership activities and have autonomy to drive forwards initiatives. This has led to the development of shared group activities in the afternoons which can be opted into on a choice basis by pupils via their varied communication strategies. These have been organised and led by members of staff, including PSAs, and have increased social opportunities for pupils. One of our members of teaching staff is very pro-active in organising health and wellbeing opportunities for pupils, including PE, rebound therapy, yoga, outdoor learning, bikeability and attendance at festivals, e.g. boccia and curling.

Key Priorities:

- Practitioner enquiry – making time for all staff to engage with the literature around literacy and numeracy for ASN and play pedagogy for ASN and CIRCLE Framework. We used, and will continue to use, the Pupil Participation Scale as a basis for our SMT

classroom observations, which then enabled us to feedback constructively to staff in relation to pupil engagement.

- Staff development – equipping staff with relevant training and investing in staff.
 - Developing the structure of the Secondary School day to align more closely with other Aberdeenshire Schools and making creative use of additional time in school for secondary pupils.
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2.3 Learning, teaching and assessment

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements.

Evaluation: Good

Key Strengths:

Learning and engagement

- Almost all pupils are eager and motivated to learn. Pupils engage well with learning experiences which are tailored to their needs. Pupils have opportunities to lead learning and share their ideas, what they want to learn and resources they will use. This is facilitated by effective use of total communication strategies, including choice boards, visual timetables, talking mats and flexible approaches to learning contexts.
- Children's rights are embedded across all learning and teaching and are identified as an integral part of our Individual Education Plan targets.
- Some of our senior phase pupils can articulate what they are learning and why and know what they need to do in order to become successful.
- Many pupils are becoming increasingly independent in their learning through, e.g. the use of visual supports and TEACCH approaches.

Quality of teaching

- All staff provide well organised and purposeful learning environments incorporating individual supports and bespoke timetables for those who need them. This is frequently monitored by SMT and is an integral part of our school ethos.
- All staff know their pupils very well and identify and address potential barriers to learning as part of their daily practice. Development of strategies form the foundation for a personalised curriculum supported by IEP targets. Evidence of impact of interventions is sought in order to identify next steps. For example once a personal care target like hanging up a jacket has been consistently met a new related target like emptying a bag would be identified and practiced. This would be as a new termly short term target as would be expected with any IEP. Another example relating specifically to communication barriers leading to potentially challenging behaviour is that once a pupil has learned how to request 'time out' using their personalised communication strategies, frustration levels and related distress have been drastically reduced.
- Differentiation exists across all classes with experiences and outcomes matched to individual needs and targets.
- Digital technology is used to support learning across all classes. This often supports the pupil's ability to take increased ownership of their learning.

- Staff and pupils use a wide range of learning environments including the outdoors, the local town centre, and local amenities ensuring there are opportunities to develop skills for learning, life and work.

Effective use of assessment

- Staff develop and use a variety of assessment strategies which provide meaningful information relating to the pupils learning. The most useful and relevant tool is targeted observation, which then provides the basis for professional discussion within class teams to determine progress and next steps.
- Staff have confidence in using a wide range of qualitative and increasingly quantitative assessment data. This includes data collected and shared by allied health professionals and speech and language therapists.

Planning, tracking and monitoring

- With the development of a robust tracking system which is based on the Milestones to Support Learners with Complex Support Needs and benchmarks there is growing evidence of appropriate pace and challenge across classes at all levels. This evidence is triangulated by comparing tracking with informal and formal classroom observations.
- Tracking information is used effectively to create individual targets in the areas of literacy, numeracy and health and wellbeing to ensure learning is matched to the needs of the learners, resulting in a meaningful and relevant personalised approach to the curriculum.

Key Priorities for this Q.I.:

(What do we need to do next?)

- We will further develop a relevant and meaningful structured literacy and numeracy curricula which encompasses the different learning styles, individual preferences and developmental stages for all of our learners.
- We will prioritise how we share learning intentions and success criteria across the whole school in a meaningful and accessible way in order that pupils have an understanding of the purpose of their learning and the progress they are making.
- We will further develop school understanding of play pedagogy and how this relates to our pupils with complex needs to ensure they are receiving the best opportunities for optimum development and progression.
- At an SLT level we are taking a considered approach as to how or if Walkthrus could be used in our setting.

3.1 Inclusion, equity and wellbeing

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements.

Evaluation: Very Good

Key Strengths:

Wellbeing

- We have looked creatively at our learning spaces within and out with school to ensure pupils have the space and resources they need in order to access their learning effectively. This includes use of safe spaces, individualised learning spaces, use of outdoors and the community.
- MOVE programmes are embedded in relevant IEPs. Almost all staff have been trained as MOVE practitioners with a view to MOVE practices forming part of a child centred individual curriculum where appropriate.
- Having Rebound Trainers in school has continued to allow more flexibility in providing Rebound sessions at Level 1 and 2. We also have trained Flexibounce instructors, and a Flexibouncer in each class, enabling more pupils to access a version of trampolining and the inherent benefits.
- Some staff have attended nurture training to ensure the 6 principles of nurture are embedded in practice throughout the school.
- Numerous staff have completed paediatric first aid and two members of staff are Mental Health First Aiders.
- We have made extensive outdoor learning opportunities more accessible to more of our pupils as part of an individualised curriculum with a focus on Health and Wellbeing.

Fulfilment of statutory duties

- All staff have a clear understanding of their statutory duties. They have undertaken significant professional learning to support their knowledge and understanding of current legislation and guidance related to wellbeing, equality and inclusion.
- RRSA – Staff are supported by the RRS lead teacher to deliver activities linked to the article of the month. All classes have Rights Charters created with the pupils and Rights are evident on all school displays. Links to rights are beginning to emerge in planning documents, IEPs and in school policies. Learning opportunities are shared via the school's social media platforms showing the links with rights.
- All CSPs are up to date. This was positively commented upon in our last inspection.
- Local authority training on safeguarding and GIRFEC / Child Protection are delivered every August to ensure all staff guidance is up to date and all staff have access to this information to refer to at any time.

Inclusion and equality

- Development of the school Curriculum Rationale has taken place in consultation with staff, pupils, parents and carers, and allied health professionals. This has been shared with pupils, staff and parents.
- St Andrew's continues to participate in the Duke of Edinburgh awards at Bronze level and sectional awards. Links have been established with the DofE Scotland ASN team and we work closely with them to provide an inclusive, yet personally challenging Award scheme in school.
- All pupils have Behaviour support plans which focus on potential barriers to learning and establishing strategies which are used consistently to support pupils to develop self-regulation skills and maximise their potential to successfully access their learning environment safely.
- A Rights Respecting School Award lead works to continue to enable our pupils to have a voice. Pupil voice is important to us and is appropriately adapted with the use of talking mats and AAC to make it as accessible as possible to as many pupils as possible.
- An SQA programme of units has been developed, alongside the development of a programme for moderation of units.
- Staff have a good working relationship with ASPECTs who offer support and advice relating to the use of technology across all areas of learning. ASPECTs is a service staffed by a teacher specialising in the sourcing, developing and using of assistive technology to support Aberdeenshire pupils with severe and complex additional support needs. ASPECTs aim to assist pupils whose curricular access needs cannot be met using standard school technology. ASPECTs can provide advice, training, software and hardware, as appropriate to the needs of the pupil.

Key Priorities:

- Extending opportunities for sharing our learning and teaching with parents and carers.
- Continuation of our rights respecting focus as a Gold Rights respecting school

3.2 Attainment and achievement

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator.

Evaluation: Good

Key Strengths:

Attainment in literacy and numeracy

- The attainment data in Literacy and Numeracy is tracked to monitor progress. In the Broad General Education (BGE) most learners are making steady progress in literacy and numeracy as demonstrated by progress in the trackers and in levels of engagement.
- All leavers have consistently achieved a suite of qualifications at National 1 level over a wide variety of Units and some leavers have achieved National 2 level passes in units relating to literacy, numeracy and science.

Attainment over time

- Tracking meetings with SMT, professional judgements and pupil levels of engagement throughout the school indicate that most learners have achieved an appropriate level of progress by the end of the relevant academic year.
- Rebound programmes have been established and pupils for whom it is appropriate are engaged with the MOVE programme. Both provide positive opportunities for pupils to make significant progress in terms of physical movement and mobility.
- Staff have developed confidence in using the tracking system, through collaborative working and revised use and expectations. More robust tracking over the benchmarks has led to a broader pupil experience as demonstrated by tracker coverage.
- Within the BGE, early and extended early levels have been tracked through the school based monitoring and tracking system. This has been further extended to use Aberdeenshire Framework for pupils with Significant and Complex Needs, incorporating milestones and benchmarks. The impact upon pupils has been a more appropriate range of learning experiences.
- Senior Leaders always mindful of Developing the Young Workforce and we work with individual learners to ensure they obtain a positive destination by providing additional opportunities and support the young people throughout their Senior Phase and particularly in their transition year. The work that we have done on extended transition has led to positive destinations.

- The format for delivering Individual Educational Plans has been reviewed and a new arrangement is in place. Almost all pupils now have SMART short term targets which reflect ongoing progress throughout the year. Evaluations are shared with parents in termly and in June.
- A wide variety of SQA units are covered each year and a simple tracking system is in place.
- SQA teachers meet termly as part of the internal verification process.
- In S5 over the last 3 years there has been a steady increase in the number and breadth of SQA units entered and achieved.

Overall quality of learners' achievements

- Young people's achievements are valued and celebrated well through social media, displays and an annual prize giving celebration.
- Assemblies feature slideshows of pupils from the assembly class achieving in other contexts or with specific tasks in the classroom
- Senior pupils take on additional responsibilities to help to build their leadership skills and their presence within the school.
- Pupils, where appropriate have attended college courses through NESCOL.
- Awards have been achieved by pupils who attend college courses as part of their timetable.
- Senior pupils are actively engaged with choosing their SQA units of learning. Staff have grown in confidence delivering this learning and collecting evidence.
- Some of our pupils were able to complete the NAS questionnaire relating to how they feel about the support they receive in their learning.

Equity for all learners

- We are continuing to use the sensory rooms as an integral part of our curriculum, targeting support as needed and appropriate. Individual class timetables allow pupils focussed times within these learning environments and a working group has developed learning outcomes in order raise awareness for both pupils and staff of the learning taking place.
 - Links have been made with adult services and transition placements with pupils having extended transition visits.
 - Over the last 3 years all pupils have achieved a positive destination.
 - Blended placements with local primary schools have been further developed ensuring pupils are accessing suitable lessons, subjects and experiences.
-

- Partnership with ASPECTS continues to result in a range of technical resources for pupils and classrooms and advice given to education staff.
- Duke of Edinburgh Awards have been presented to pupils in the last 2 sessions
- We share our knowledge and resources by facilitating the use of our spaces and expertise, e.g. inviting local primaries to use our sensory spaces, playground and swimming pool, offering staff outreach and inreach by hosting colleagues from other school settings for shadowing teachers and PSAs in classes, sharing resources and strategies.
- Behaviour support plans and IEPs – focus on barriers to learning

Key Priorities:

- Moderation between stage partners to ensure consistency
- Through use of the Aberdeenshire Framework for pupils with Significant and Complex Needs, to further improve planning, tracking and IEP targets.
- Collaboration with stage partners in planning and tracking
- Continue to review the outdoor learning experience and expand the scope and opportunity for this to maximise opportunities for pupils across the school at all levels.
- Engagement with the Curriculum Improvement Cycle. DHT has been receiving information regarding the alignment of milestones with the new curriculum.
- Development of the numeracy curriculum

Other quality indicators evaluated from 3-year planExcellent/Very Good/**Good**/Satisfactory/weak/unsatisfactory

Themes considered:

2.5 Family learning	- Engaging families in learning - Early intervention and prevention - Quality of family learning programmes	2.7 Partnerships	- The development and promotion of partnerships - Collaborative planning and delivery - Impact on learners
1.5 Management of resources to promote equity	- Management of finance for learning - Management of resources and environment for learning		

Key Strengths:**Family learning**

- Families are engaged in family learning by encouraging attendance at coffee mornings and afternoons. These sessions are themed and have relevant inputs from experts – for example around post school options, Childsmile and continence.
- All staff know the pupils and the families well. Where there are challenges, staff will act as family mentors providing a single point of contact to assist family members. There are strong relationships with other agencies such as CAMHS and Social Work with school able to refer to these where appropriate. Local food banks have been involved in assisting families where there is the greatest need and this has been facilitated by staff.
- Our families know that they can come to us for assistance. We have strong relationships between the most appropriate adult at school and the family. We consult with families to ascertain what type of learning events or social events are required.

Partnerships

- Through our work with the Inverurie Local Giftec Group we are able to liaise with local partners and build relationships as well as undertake self evaluation exercises of a collaborative nature
- Work this session and in past sessions has led to a strengthening of relationships with third sector post school providers in particular.
- All teaching staff have access and direct contact with partner agencies and this has led to improvements in agency and learning at all levels.
- Our work with our post school providers and partnerships developed with them has led to improved outcomes for our transition pupils who have been able to experience a range of different outcomes.

- St Andrew's HT chairs the local ASN forum which is a robust platform for ensuring equity of provision for ASN pupils within clusters.

Management of resources to promote equity

- Approaches to financial management are sound. Funds have been sourced from a variety of sources including the 'Friends of St Andrew's, Rotary donations, Inverurie Golf Club, direct donations from parents and fund raising efforts from current staff.
- Resources have been allocated on the basis of improvement planning after safeguarding essential spends have been met.
- Financial decisions are almost always made collaboratively. We are fortunate enough to have received several sizeable donations and these have been used to improve our environment
- Significant spending has been used to improve the safety of the playground
- 2025 – 2026 saw school on budget despite a significant negative carry forward.
- Purchase of a school mini-bus to promote equity of access to the local community for all pupils.

Key Priorities:

- To formalise family learning and increase offering to families within the CLD framework
- To formalise consultation with families around resources
- To survey families regarding their wishes for resource purchasing.

Involvement of stakeholders

As part of our procedures for monitoring school effectiveness, the school regularly uses How Good Is Our School? 4 (HGIOS 4) Quality Indicators, How Good is our Early Learning and Childcare and Building the Ambition to audit all areas of our work.

We also engage with the following actions to inform our evaluations:

- learners' evaluating their own learning experiences in an appropriate manner and making choices in activities – this is their pupil voice
- Gathering views from parent surveys, and feedback from ongoing opportunities for family learning/sharing learning events

- Dialogue from learning visits with Quality improvement Team, HTs and Peers through our Self-Improving schools' partnerships
- Opportunities for staff to share high quality practice, contributing to school improvement
- Opportunities for staff to work collegiately to discuss planning and pupil progress at school, cluster level, supporting an agreed understanding of standards.
- Regular tracking meetings to support continuity, progression of teaching and learning and transition

Capacity for Improvement

The overall capacity for the school and to improve is very good

All staff have been involved in identifying areas for development in our school improvement plan and work together to achieve these targets.

There are opportunities to evaluate practice on a regular basis in order to reflect and adapt school improvement plans and practice where appropriate. At staff meetings, improvement planning progress is reviewed and there is growing understanding of the processes involved in Standards and Quality and Improvement planning.

A rights-based approach underpins all teaching and learning experiences, we meet our pupils where they are with the type of education that they need in order to progress.

We continue to seek opportunities for pupils to become more independent in their learning, and engage them in decisions which may affect them, contributing to the ongoing improvement across the school.

St Andrew's School has a shared ambition for our pupils and there are no 'glass ceilings', and we are committed to a cycle of improvement to ensure better opportunities in the present and the future for our children

Section 4 – Key achievements throughout school year

This theme is about how well your school supports everyone to have opportunities to develop interests, skills and talents both within the classroom and beyond the classroom and school. It focuses on how well everyone achieves success and children's and young people's understanding of why skills are important now and for jobs in the future.

Key achievements from Session 2025-2026

Community access

Staff, pupils and parents attend the Inverurie Pantomime for a specialised showing. This special showing was developed by Inverurie Panto in conjunction with St Andrew's School back in 2016 and the performance has now developed and is shared by other groups of children and adults with additional support needs.

St Andrew's is welcomed by many establishments including Inverurie Garden Centre and BA stores who make outstanding efforts to accommodate and welcome us by provision of space and refreshments

Some pupils undertake local area walks linked to topic or SQA National units to look at different buildings.

Almost all of our pupils undertake community visits to places such as Tesco, Kelland's Park and Inverurie library

Class trips and individual pupil learning experiences attend Haddo House as part of their wider access to education

Transition visits to adult services venues have been successful and resulted in smooth transitions for our S6 leavers.

Galas and festivals

Pupils have attended Swimming gala competitions, Boccia festivals and trips to a wide variety of places, either as leisure activities or as part of their individual learning programs.

Pupils have attended galas and festivals in Boccia and Swimming and a tubing and trampolining festival.

Personal development of pupils

Some pupils beginning to form friendships/play together and this is encouraged.

An emergent reader is beginning to make progress and other potential readers have been identified.

Pupil litter picking on route to school is now carried out by personal choice.

Classroom helpers from local academies are a positive force in our school and musicians from Inverurie Academy play for us on a number of occasions.

Children develop curiosity and creativity through the ranges of activities and resources available to them

Children are encouraged to identify and name their feelings, also communicating these verbally and through symbols

Bus trips have taken where a pupil who normally travels in his chair sat on the normal chair and without electronics for several occasions which was a real achievement for him.

Pupils have successfully supported travel training for senior pupils to NESCoL

Classes are engaging with Rights Respecting Schools and senior pupils create monthly videos for class assemblies based on rights.

Communication

Some pupils are making use of talkers, with other pupils in class showing an interest in using talkers also.

St are facilitating the use of electronic communication devices in the absence of Speech and Language within school.

Many pupils are learning to use AAC to communicate including PECs, Pixon, and Makaton as well as electronic devices

Participation/engagement

Some pupils participating in RDA with a rolling program to ensure that all pupils get the same opportunities

In one class, all pupils have made really good progress with being able to focus during bucket time, and are showing interest in each other's reactions.

Pupils have participated well in baking sessions across the schools.

Some pupils have been involved with a Haddo House Drake music performance trip which involved pupils from different classes.

Almost all pupils are involved and focus well in Kodaly

The introduction of afternoon social clubs – boccia, disco, makaton choir (Singing Hands) – has been great for pupil interactions with other pupils and staff

Pupils participation in the Daily Mile is encouraged within Inverurie Community Campus grounds

Kids out is an annual event attended by almost all of our primary pupils with help from volunteer parents

Parental/family engagement

Parent coffee mornings – successfully hosted a termly coffee morning for parents. Guest speakers have been well received, and these have been our best attended coffee mornings. Greater understanding of guardianship/transition for parents has been a result of this

Parent afternoons and stay and play sessions have made the school feel more open to parents. Senior pupils have been able to assist in this. These sessions have included open afternoons in swimming.

There are multiple opportunities for parents to become involved with trips such as Kids out.

We have changed the format of parent engagement to ascertain what works best for our parents.

Outdoor Learning

This session we have focused upon outdoor learning which has included the purchase of new playground equipment for all pupils.

Bikeability sessions are run by staff and pupils obtain qualifications in bikeability.

Celebrating success

Positive achievement powerpoints are shared at staff meetings.

‘The Friends of St Andrew’s’ have been successful in raising money for a new minibus

St Andrew’s promotes a rights based approach and has achieved Gold rights respecting status.

Curriculum development

Stakeholder involvement has led to the development of a new Curriculum Rationale which is fully embedded

All sensory rooms have possible learning outcomes displayed on doors/walls

Working with others

St Andrew's School works closely with allied professionals – CAMHS, SALT, OT and Physiotherapy services to support our pupils where necessary.

St Andrew's School has built up an organised programme of student placements. We have had paramedic, nursing, social work, foundation apprenticeship and school volunteers.

Blended placements exist with three enhanced provision school schools as well as agreements around shared use of sensory spaces which enables our enhanced provision colleagues to come to St Andrew's.

There are close links with our neighbour Inverurie Academy, especially their music department. Pupils are able to watch shows. St Andrew's also accesses facilities within the Campus like the gym hall, fitness suite and the pool.

College attendance where appropriate

St Andrew's school enjoys support from external agencies – CAMHS, Speech and Language, Educational psychology

Working with ASPECTS to increase all pupils access to IT equipment

We have close working relationships with third sector organisations (adult services which has made transitions from school much easier.

Qualifications/Awards

We have continued to deliver Nat 1, 2 and 3 SQA units and there is an increasing number of units as staff plan around pupil preferences.

Swimming awards are given out at our annual prize giving ceremony

Rebound Level 1+2 certificates are awarded to pupils who are undertaking rebound therapy course.
