

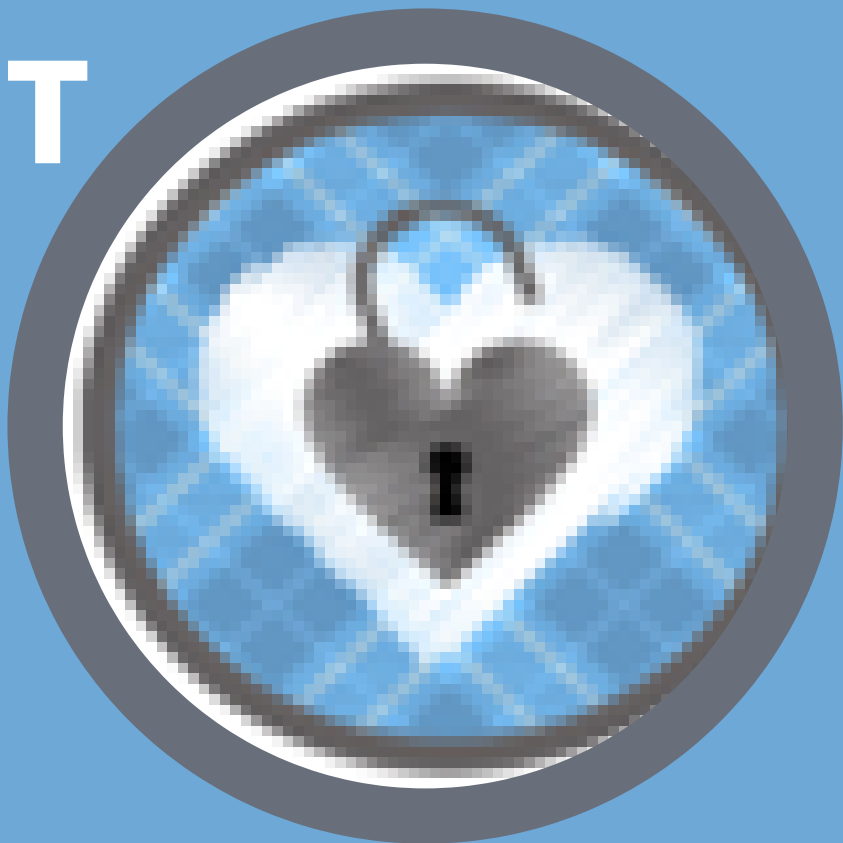


# LOCKHART CAMPUS

UNLOCKING POTENTIAL

**STANDARDS  
AND QUALITY**

**2023-2024**



# Our Vision is to....

In Lockhart our vision is to unlock the potential of our children and young people by providing the highest quality support

# Our Values are....



Respect



Ambition



Nurture



Courage



# Lockhart Campus is an exceptional learning environment for learners ....

Our Campus opened in July 2021 and includes a school and respite and residential facilities . Pupils from all over North Ayrshire travel to Lockhart. North Ayrshire Health and Social Care Partnership share our building, allowing us to work in close partnership and benefit from a joint planning approach.

Lockhart Campus is an innovative, exciting and inclusive building which enables young people to build on their strengths and skills in a fun and meaningful way. Our pupils benefit from Hydrotherapy Pool, Softplay, Sensory Integration, STEM, Life Skills areas and immersive rooms.

The school roll is currently a total of 199 pupils. 114 of which are S1– S6 pupils and 85 primary pupils. This is staffed by a Head Teacher, four Depute Head Teachers and five Principal Teachers.

Within Lockhart 63% of our pupils live in the 30% most deprived data zones. The deciles are based on Scottish Government's Scottish Index of Multiple Deprivation where decile 10 is the least deprived. The illustration above describes our context.

We are very well staffed and have 35 Teachers, 24 Additional Support Needs Practitioners and 74 Classroom Assistants. 1 Area Inclusion Worker. All of our pupils are eligible to have a free school meal.

# Glossary



- **AAC:** Augmentative and Alternative Communication
- **TAC Meeting:** Team Around the child meeting
- **NAC:** North Ayrshire Council
- **HSCP:** Health and Social Care Partnership
- **SALT:** Speech and Language Therapist
- **DYW:** Developing Young Workforce
- **SDS:** Skills Development Scotland
- **CFE:** Curriculum for Excellence
- **ICT:** Information and Communication Technology
- **CLPL:** Career-long Professional Learning
- **PODD:** Pragmatic Organisation Dynamic Display is normally a book or device that contains symbols and words to support communication
- **SCERTS:** Social Communication, Emotional Regulation, and Transactional Support
- **ELKLAN:** a range of accredited training courses for those working with children who have Speech, Language and Communication Needs
- **LIPS:** Learner Individual Plans
- **SP:** Senior Phase
- **DOFE:** Duke of Edinburgh
- **ASDAN:** Award Scheme Development and Accreditation Network
- **UNCKC:** UN Convention on the Rights of the Child
- **RSHP:** Relationships, Sexual Health and Parenthood
- **BGE:** Broad General Education
- **UCAN:** Creating Connections Helping young disabled people and those with additional support needs into work
- **TPG:** Transition Pathway Group
- **PECS:** Picture Exchange Communication System . To communicate, people use cards with pictures, symbols, words or photographs to ask for things, comment on things or answer questions

# Our Successes of the year



## Priority 1

### To upskill teachers to deliver high quality learning and teaching in engaging environments

Through PEF, Lead Teachers have supported staff to raise attainment in literacy and numeracy through sharing good practice, team teaching and upskilling staff in the use of engaging resources and methods of delivering learning. Through mentoring, team teaching, self-reflection and professional dialogue, staff have an increased understanding of progression in phonics, reading and the use of Active learn Maths to deliver quality learning and teaching.

Core resources are being used effectively to plan and implement quality experiences for pupils. The use of Bug Club, Phonics Bug, Active learn Maths and Big Writing materials has increased and is being used daily and weekly in targeted classes.

There has been a 20% increase in staff using Bug Club resources every day. This is having a positive impact in terms of engagement and promoting active learning and teaching approaches to raise attainment .



# Our Successes of the year



## Priority 1

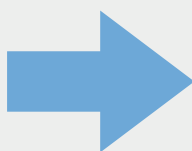
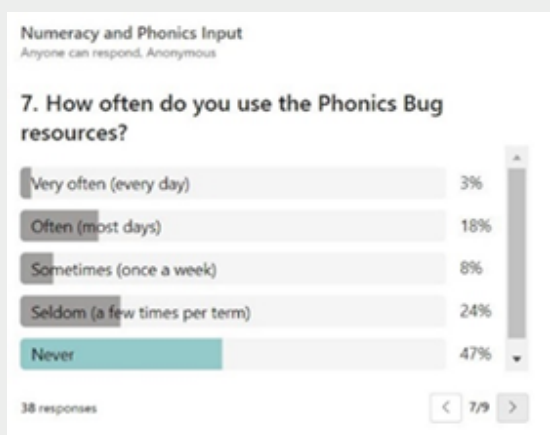
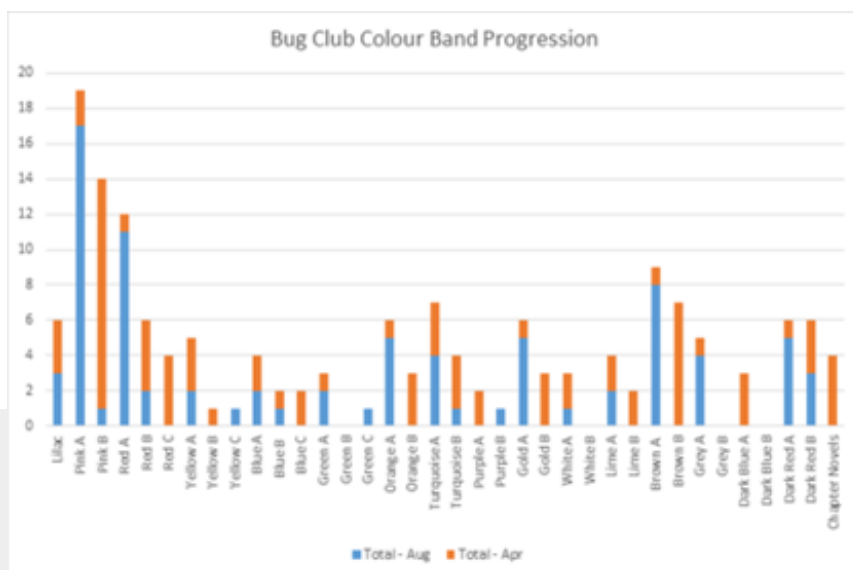
**To upskill teachers to deliver high quality learning and teaching in engaging environments**

Data shows an upward trend in reading levels across targeted classes, almost all pupils have made progress within or above their initial band level.

28% of pupils have progressed to the band level above their initial starting point.

A few pupils, have made progress across two levels and a few have made progress across three levels.

Data also shows an upward trend in attainment in phonic levels with staff confidence in teaching phonics increasing by 49%.



# Our Successes of the year



## Priority 1

### To upskill teachers to deliver high quality learning and teaching in engaging environments

Strong links have been made this session with Stevenston library with selected classes enjoying weekly visits to develop literacy skills through reading for enjoyment, themed story time and Book Bug sessions.

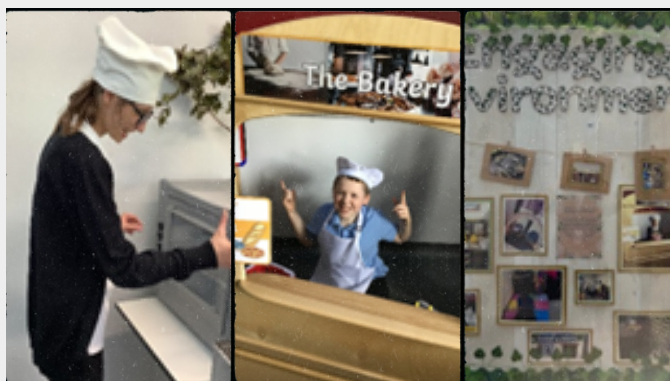


A digital literacy event hosted by the library promoted parental engagement, with librarians visiting the Communication Hub to further promote visits from families. All pupils were given the opportunity for easy access to a library card from Stevenston Library, with the majority of pupils and parents taking up this opportunity and receiving their own personal library card to use on visits.



Most classes within the campus have also created class libraries or reading zones within their class environment. An outdoor reading area and lending library was also developed by pupils and staff in one of our outdoor classrooms to great success and this will be further developed next session.

All classes in Lockhart have now adopted zone areas to differing extents with some classes embracing zones fully. This reflects the needs of learners. Examples are: sand and water play areas; chill out and relaxation areas; book corners; variety of role play areas e.g. shop, bakery, home corner, building zones.



# Our Successes of the year



## Priority 2

### Closing the gap between the most and least disadvantaged children and young people



Overall attendance in our moderate senior phase has improved by 10%, with 90% of pupils having their favoured options to study within qualification pathways for SQA.



Our senior phase curriculum now offers personalisation and choice across three subject areas in addition to a core education offer that focuses on health and wellbeing, numeracy and literacy in addition to physical education, religious and moral education and developing skills through experiential learning.



New Senior Phase model has allowed pupils to have a core teacher and base class. This allows core teacher to have a clear understanding of pupils' strengths and next steps in literacy, numeracy and to deliver consistent and differentiated learning and teaching with support from Lead Teacher.



All senior phase students are supported by a consistent class teacher and personal support assistant who offer first line pastoral input.



Over 850 SQA units were submitted as passed this year which is an increase of around 320 from previous session indicating improved attainment within our new curricular model in senior phase moderate.





# Our Successes of the year



## Priority 3

### Improvement in skills and sustained, positive destinations for all young people

A Transition support session was delivered to new S6 pupils in June 2024. Parents were invited to Lockhart and were given a presentation and informed of the transition process and supports available to all leavers in their final year at Lockhart.



We have an increased DYW offer across the whole department. Eight DYW streams are now available. All senior phase moderate students now participate in an identified DYW stream working with Ayrshire College and a variety of staff and parent volunteers.

This included the various meetings and opportunities to meet across the year; destination partners; TPG process: overview of the week in S6; Ayrshire College; DYW Fridays and workstreams; option choices and information to support.



We ran a Transition partner event in March 2024 for leaving S6 pupils. Attended by school and transitions partners/Ayrshire College. Parents are informed and supported by school and partners in next steps in ensuring a smooth transition. Parents are able to link directly with positive destination provider.



Over 50% of senior phase moderate students have been entered for qualification up to SCQF level 5 in DYW streams.



50 SQA units passed by senior moderate phase pupils in areas such as ICT, Barista, Cycle maintenance and Cycle safety.



100% of leavers secured a positive destination with a number of pupils going to further education courses in Ayrshire College and students also accessing day service providers.










# Our Successes of the year



## Priority 4

### Promote Health and Wellbeing across the school and develop a nurturing and trauma informed environment for all stakeholders

We want to ensure students across the school will feel nurtured and develop positive relationships with key staff and the environment and language will support our nurturing ethos to ensure all stakeholders feel safe and supported. We implemented an extensive training me and then evaluated staff opinions. The data told us that...

-  86% of those that responded are confident to very confident in Attachment theory
-  93% are confident to very confident in Brain Development Theories
-  96% are confident to very confident in De-escalation
-  100% are confident to very confident in Nurturing Approaches and Principles
-  100% are confident to very confident in Providing a Nurturing Environment
-  Most (82%) are aware of NAC Positive Relationships Policy
-  The majority (55%) have read the draft Lockhart Relationships Policy.

"The foundation stone of everything."

"A key part of allowing children to feel safe and happy and helping them to thrive"

"Providing care and support in an environment that is safe and welcoming in order for our children to grow and develop."

Our staff describe nurture at Lockhart as...

"A place where children and young people can feel safe, a safe place, valued and respected an environment where children and young people can grow."

"The starting point for everything we do."



# Our Successes of the year



## Priority 4

**Promote Health and Wellbeing across the school and develop a nurturing and trauma informed environment for all stakeholders**

The majority of classrooms offer nurturing environments with zoned areas e.g. reading corners, play areas and soft furnishings



# Our Successes of the year



## Priority 4

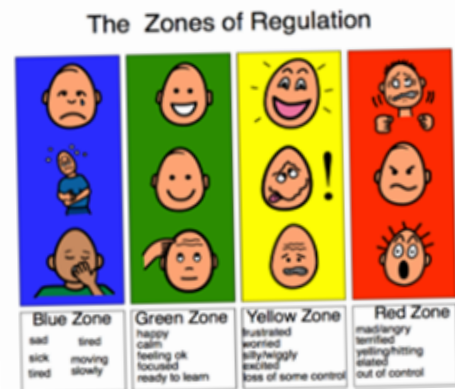
**Students will have an increased number of interventions or supports for social and emotional wellbeing within the school that will lead to a reduction in mental health incidents.**

### Zones of Regulation

Two collegiate sessions were delivered between January and March 2024 on Zones of Regulation. Staff feedback revealed that 92% (almost all) found the training very useful.

Examples of Zones of Regulation being used in creative ways across our primary complex, moderate and secondary complex departments have been shared with staff teams and a resource bank made available.

Links are being made between Zones of Regulation, SCERTS and sensory play priorities across the campus. A number of classroom have Zones of Regulation displays and learners are checking in across the day, progression in this will include Toolkits for emotional regulation.



A Communication Hub workshop was delivered on the Zones of Regulation introducing parents/carers to the four coloured zones and a range of activities to reinforce them. Parents/carers created a 'Toolkit' box to be used at home for calming/alerted strategies to move from different zones.

**PARENT/CARER WORKSHOP COMMUNICATION HUB**  
Parent/carers were introduced to the zones and enjoyed a range of activities to reinforce the coloured zones including a game of Zones Bingo! We then created a 'toolkit' box to be used at home for calming/alerting strategies to move from different zones.

**Make your own toolkit...**

**ATTENTION AUTISM**

To move from the Yellow to Green Zone, try fidget tools/toys like spinners or squishy balls, take a few calming deep breaths, or talk to an adult.

To transition from the Blue to Green Zone consider doing a fun engaging exercise or game like jumping jacks or blowing bubbles.

# Our Successes of the year



## Priority 5

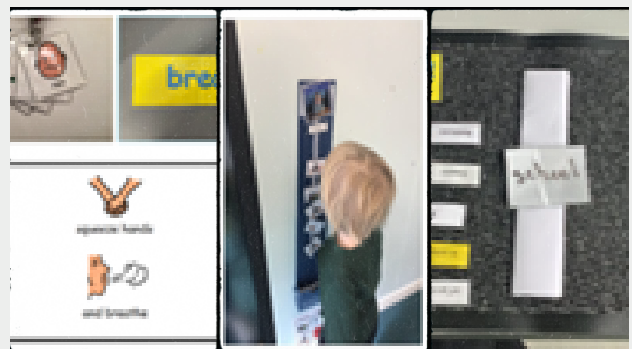
**Placing human rights and needs of every child and young person at the centre of education**

16 additional staff have been trained in Talking Mats approach. Videos of pupils participating in use of talking mats show that they are able to share their views about what they like/do not like in school.

Staff have reported that they feel more confident in using the approach and the majority of classes use talking mats to elicit pupils' views for their annual review presentations. Some pupils attended their annual review and confidently expressed likes/dislikes of school activities.

All classes in primary department and most in secondary department use visual timetables. Almost all in primary are effectively differentiated to reflect the communication stage of the child or young person. Evidence within annual review Powerpoints including video demonstrates active participation in using visual supports including; PODD, PECs, First ... Then boards.

The majority of teachers have been coached and mentored in the use of SCERTS baselining tools. This has led to improved target setting in communication and regulation within learners' individual plans. Target evaluations and annual review evidence demonstrated progress made by learners in joint attention, symbol use and regulatory skills.



# Our Successes of the year












- Lockhart Campus was successful in our national awards for all bid and secured funding to develop the outdoor growing area of the school. We now have an outdoor kitchen and pagoda where students and community partners will develop cooking skills using our fabulous new pizza oven and grill.
- Our HIVE area has gone from strength to strength in supporting our young people through nurture groups and anxiety management sessions. It has become a popular area for students who are looking for a chat or some help within the school and the impact it is having on the lives of our young people is immeasurable.
- Students have enjoyed a variety of new activities through our widening achievement and have attended judo, boccia, swimming, football and dance clubs to name but a few. The students have also participated in a trip to the national sports centre at Inverclyde and secured our first Shinty trophy in a national competition and overnight trip.
- This year has seen the development of a school library with Ms Coia's team creating a space and everyone contributing to the considerable catalogue of reading materials. Classes and students are now frequently using this area and enjoying the books and resources within it.
- Our communication hub has continued its excellent work supporting our parents in a number of workshops and events and are developing an exciting calendar of events and supports to continue into next session. The staff of the HUB have also contributed to planning and funding events such as our petting zoo session and alpaca session which were warmly received by students and staff alike.
- Our school is working to ensure the rights of all are understood and protected and this year received the UNCRC Bronze award.
- Once again our school show "Through the Musicals" was a huge success with all children participating in the event across the week and tickets sold out. Parents, carers and other attendees were impressed with the skills and commitment shown by all.
- Our developing the young workforce programmeme has continued to grow with our DYW Fridays now supporting an increased variety of activities and partners and young people across our senior phase having opportunities to develop skills and experience vocational pathways.



# Our Successes of the year



## What will be our focus for next session?

-  A focus on continuing to develop our play pedagogy and continue to upskill staff in this area, developing play based environments across the school.
-  Continue to focus on literacy and numeracy across the school using our PEF funded staff to raise attainment in these areas.
-  Continue to develop our support offer in terms of the communication hub increasing partnership working across our community and developing supports with our partners in Young Carers and the Promise implementation team.
-  Develop our wider achievement programmeme, increasing events/excursions and extra-curricular activities.
-  Develop the impact of our HIVE area across the school and upskill staff in whole school nurture approaches, embedding the nurture benchmarking tool in our practise and moderation processes.
-  Continue to develop and support our Total Communication approach utilising SCERTS, Talking Mats and integrated approaches to ensure all of our pupils have a voice.
-  Focus on developing skills based and vocational learning across the school and developing these opportunities for learners in our primary classes and secondary complex classes.
-  Ensure all staff are supported through professional learning and collegiate opportunities to create and maintain learner plans, risk assessment and positive behaviour plans.
-  Working towards a silver award in Rights Respecting Schools and develop a right charter and pupil voice through our pupil council.
-  Continue our focus on learning and teaching and support all staff through our moderation and observation process and through professional learning opportunities to develop their skillsets to improve our delivery and support of learning and teaching.



# LOCKHART CAMPUS



Mon - Fri  
**08:30AM - 4:30PM**



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