



Standards and Quality Report Isobel Mair School and Family Centre 2023/2024



Welcoming

Creative

Nurturing

Ambitious

Respected



Context of the School

Our vision is to be welcoming, nurturing, creative and ambitious for every member of the Isobel Mair community where everyone is equally valued and respected.

Isobel Mair School and Family Centre are located within a specially designed building providing access to a high-quality learning environment for all learners. Together they cater for children and learners aged 0-18 years of age. The needs of children attending our School and Family Centre are wide ranging, and children, parents and staff are supported by a multi-disciplinary team of professionals.

Children attending the Family Centre have been given a priority placement because of an additional support need or vulnerability that has been identified. Children may transition to their local catchment schools or Isobel Mair School following assessment and placement through the Education Resource Group. In addition to the main campus, there is currently provision in Woodfarm High School for some of our Senior Phase young people.

East Renfrewshire's Sensory Support Service (SSS) is also located within the school. This service supports children and learners with a sensory impairment attending ERC schools, to ensure that they are given high quality support to fulfil their potential through the intervention of specialist VI / HI Teachers working in partnership with them, their families and schools.

The school and Family Centre are part of the Eastwood Cluster, which includes Crookfur Primary School and Family Centre, Neilston Primary School, Uplawmoor Primary School, Mearns Primary School and Eastwood High School. The school is a vibrant learning community with teachers, support staff and Health staff working together to meet the very wide ranging needs of our pupils.

We aim to enable each child to develop within a safe, secure and welcoming environment. We provide a holistic approach to ensure effective delivery of Curriculum for Excellence. We strive to develop self-confidence and the skills required for effective social interaction with others in the wider community, both now and in future placements. We establish curricular links with other schools, which promote all aspects of social inclusion.

Improvement Plan Priorities

National Priorities – (Key priorities of the National Improvement Framework) Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in skills and sustained, positive school-leaver destinations for all young people. Improvement in attainment, particularly in literacy and numeracy.

The National Priorities and our local and school priorities have informed the activities we undertake throughout the year to bring about improvements. Our progress towards these improvement plan priorities are reported below.

Method of Gathering Evidence

- Senior Leadership and all staff scrutinise attainment results within the target setting process.
- Self-evaluation is key to identifying the right priorities for improvement for session 2024 / 2025. It is essential that evidence is gathered, analysed and reported via the Standards and Quality Report prior to the formation of School Improvement Plans.
- The audit process is a crucial element of the improvement planning process and central to effective school management. As part of the review and evaluation of school performance, the following processes were used:
 - Results of SQA moderation (external verification)
 - SLT termly Learning Conversations with teaching staff.
 - Regular classroom visits by Senior Leadership Team (SLT)
 - Minutes of Improvement Groups / Departmental Meetings.
 - Discussion by staff at staff meetings and on Inset Days and subsequent evaluations.
 - Professional Dialogue with Speech and Language Therapist and Physiotherapist.
 - Discussions with Educational Psychologists.
 - Formal discussions with parents through Annual Wellbeing Reviews, Parents' Evenings and Parent Council meetings.
 - 'Open Door' policy for parents and staff.
 - ERC and School surveys to parent / carers / staff and pupils
 - Feedback from pupils' Wellbeing Plans
 - Evaluations of INSET
 - Evaluations of SIP priorities by staff and learners

How good is our leadership and approach to improvement?

(1.1, 1.2, 1.3)

Evaluation: Good

NIF Priority

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

School Priorities

- To embed a rights based culture centred on Getting it Right for Me
- To embed a culture of self evaluation throughout the school and family centre
- To increase activities which support prevention, early intervention, improve outcomes and reduce inequalities
- Demonstrate our commitment to embedding Holocaust education in their school, to developing teacher knowledge and skills in Holocaust education

NIF Driver(s) *School and ELC Leadership ,Teacher and Practitioner Professionalism, Curriculum and Assessment, School and ELC Improvement , Performance Information Parent / Carer involvement and engagement*

Local Improvement Plan – Expected Outcome / Impact

Outcomes and Impact: Everyone Attaining, Everyone Achieving through Excellent Experiences Activities which will improve the quality of service delivery and the experiences of our children, learners and adults

Progress, Impact and Outcomes

Collaborative approaches to self-evaluation are embedded across the school as part of the quality assurance calendar. We use a range of effective approaches to ensure all staff, partners, learners and other stakeholders are actively involved in our ongoing self-evaluation activities. This forms an evidence-based improvement through the analysis and evaluation of intelligence and data.

Self-evaluation ensures the impact of success for children and families and has a direct Impact on learners' successes and achievements.

The Nurture policy for IMS and FC has been developed including training for all staff. To meet the criteria and apply for the Rights Respecting Schools Award. Review, update, and evaluate our diversity and social justice policy including Rights, Respecting Schools (UNRC) The school has achieved its Bronze level RSS the articles using boardmaker for our RRS display board. ERC Community Workers have observed and worked with the Pupil Committee with a view to involving them in ERC UNCRC work.

In preparation for the Vision Schools Scotland validation the school has the full support from the SLT, exercised a sustainable approach to teaching the Holocaust, encouraged responsible citizenship and engaged in good practice with peers and practitioners. As part of Holocaust memorial education within the school we audited existing resources and conducted a survey of what Holocaust education might look like at IMS. This informed the production of a piece of artwork, created by the pupils at Woodfarm which allowed the school to be represented at the Holocaust Memorial Event

Ensure the schools inclusive approach to celebrating diversity allows all children and learners to develop an understanding and recognition of differences, contributing to the development of an increasingly inclusive, empathetic, and more just society. The school promoted and facilitated an Eid coffee morning to encourage engagement from BAME community. Staff have attended and participated effectively in the Equalities Forum. This has provided the framework for the development of our equalities policy and the appointment of diversity champions across the school and family centre.

Staff across the school and family centre have been supported to engage in leadership opportunities including leading sharing good practice events in FE colleges, Education Scotland and across the west partnership. This has focused on the Learning Pathway Toolkit, Reading and outdoor learning. Staff have successfully completed the middle leadership – leading change course with Education Scotland leading to more staff in the leadership team having leadership qualifications.

Next Steps

- To complete the criteria and apply for Gold Family Centred Approaches Schools Award and undertake the verification process
- Implement the nurture policy across the school and family centre
- Vision Schools Scotland validation Level 1
- Develop opportunities to further engage our parents from BAME community to engage more fully with school life
- Attain the Silver Rights Respecting accreditation

How good is the quality of care and education we offer?

(2.2, 2.3, 2.4)

Evaluation: Good

| | |
|---|---|
| <p>NIF Priority</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education •Improvement in children and young people's health and wellbeing •Closing the attainment gap between the most and least disadvantaged children and young people •Improvement in skills and sustained, positive school-leaver destinations for all young people •Improvement in attainment, particularly in literacy and numeracy | <p>School Priorities</p> <ul style="list-style-type: none"> • An increase in the percentage of learners and families agreeing they have opportunities to celebrate the personal achievements of their child (children) •Practices and experiences which ensure the needs of children and learners are identified and addressed |
| <p>NIF Driver(s) <i>School and ELC Leadership ,Teacher and Practitioner Professionalism, Curriculum and Assessment, School and ELC Improvement , Performance Information Parent / Carer involvement and engagement</i></p> | <p>Local Improvement Plan – Expected Outcome / Impact</p> <p>Outcomes and Impact: Everyone Attaining, Everyone Achieving through Excellent Experiences Activities which will improve the quality of service delivery and the experiences of our children, learners and adults</p> |

Progress, Impact and Outcomes

The school community develops, promotes and sustains an aspirational vision for our curriculum. The school works well with partners to ensure creative and innovative approaches to curriculum development are encouraged and support positive outcomes for learners. This is particularly effective in the senior phase. All staff and partners provide very good opportunities to develop children and young people’s skills for learning, life and work in motivating contexts for learning.

At IMS, all our children and learners are encouraged to develop an interest in, and enthusiasm for, STEM that is reinforced through; regular curricular experiences, visiting specialists, outdoor learning activities and our successful STEM week. We encourage participation from parents and carers through family learning opportunities during STEM week using the Google Classroom Platform.

At IMS through learning experiences and work placement opportunities we are helping some of our learners develop skills which prepare them for the World of Work. Through partnerships across sectors, we provide real life workplace experience for some of our learners; IncludeMe2 café, City Building and the IncludeMe2 Bike Hub, working towards positive outcomes for post school transitions. We provide children with opportunities to connect learning with the world of work through partnerships with other schools such as the Mearns Baking project; where some of our learners are working with other peers to create, market and sell food to the local community.

Wellbeing plans have been reviewed and will take account of targeted personalised support interventions in partnership with partners, learners and their parents. Wellbeing plans have been reviewed through the ASL subgroup.

The learning pathway toolkit is used effectively to identify learning pathways for learners to improve attainment and achievement and track learners' progress.

Teaching at Isobel Mair is underpinned by our shared school vision and values. We use a wide range of learning environments and creative teaching approaches to meet the needs of learners. The adventure room, Corrie House and The Beach have been redeveloped to provide additional learning spaces to promote curiosity, independence, and confidence.

Next Steps

- Continue the implementation of the DYW and Stem action plans –Targeted action plan toward the STEM Nation Award to recognise the learning and achievements of our learners and their families
- Senior Phase Curriculum Rationale
- New Wellbeing plan templates used effectively across the school
- The CIRCLE framework CLPL delivered and embedded
- The Promise CLPL delivered and embedded

How good are we at ensuring the best possible outcomes for all our children / learners?

(3.1, 3.2)

Evaluation: Very Good

| | |
|---|---|
| <p>NIF Priority</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy | <p>School Priorities</p> <ul style="list-style-type: none"> • A further improvement in planning for school leaver destinations • An increase in activities which support prevention, early intervention, improve outcomes and reduce inequalities • An increase in the percentage of learners and families agreeing they have opportunities to celebrate the personal achievements of their child (children) • Improved literacy and numeracy attainment throughout the years of the broad and general education |
| <p>NIF Driver(s) <i>School and ELC Leadership ,Teacher and Practitioner Professionalism, Curriculum and Assessment, School and ELC Improvement , Performance Information Parent / Carer involvement and engagement</i></p> | <p>Local Improvement Plan – Expected Outcome / Impact</p> <p>Outcomes and Impact: Everyone Attaining, Everyone Achieving through Excellent Experiences Activities which will improve the quality of service delivery and the experiences of our children, learners and adults</p> |

Progress, Impact and Outcomes

Learners have extended opportunities to develop their skills out with the classroom providing greater post school opportunities.

All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people. This session the school has developed and presented a 6 module CLPL focusing on Behaviour Support. 3 of these modules are already complete with the next 3 being carried forward to next session the impact on pupils should be evident through the reduction of violence to staff logs and through positive behaviour support plans.

Through the development of pupil voice and the work undertaken through Emotion Works, across the school Staff have created an environment where children and learners feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.

Outdoor spaces are used effectively to promote positive relationships and wellbeing and staff take account of research linking benefits of outdoor learning and green space with wellbeing. This has been developed through a refresh on the school's 50 things to do and extensive investment in upgrading the outdoor areas across the school

Parental Engagement opportunities in the Family Centre and the School have been extended to include Bookbug, Stay and Play, daily feedback through SEESAW. Within the family centre Gold Family Centred Approaches continue to be a focus , a few staff have completed the Solihull training which is being implemented and has improved staff awareness in nurture. Mellow trained staff continue to support the ERC parents groups.

The ERC ELC tracker has been trialled within the FC this session. Following this trial we will be working collaboratively with the Early Years working party to enhance this to meet the needs of our learners

The school works in partnership with colleagues from mainstream in particular Woodfarm High School. This session this has led to attainment at national 4 for several of our pupils in PE and Mathematics

Next Steps

- All staff will complete the remaining 3 modules focusing on Behaviour Support this will be fully evaluated to measure impact
- The pupil council will continue to be a priority to extend pupil voice across the school including contributing to participatory budget
- To complete the improvements to the outdoor area to ensure accessibility, improve wellbeing and enhance the learning environment.
- To undertake the Bronze award emotion works
- Family Centre reaccreditation GOLD FCA, School application for validation of GOLD FCA for the first time
- Family centre will work in collaboration with ERC to enhance the early years tracker for ASN ELC tool

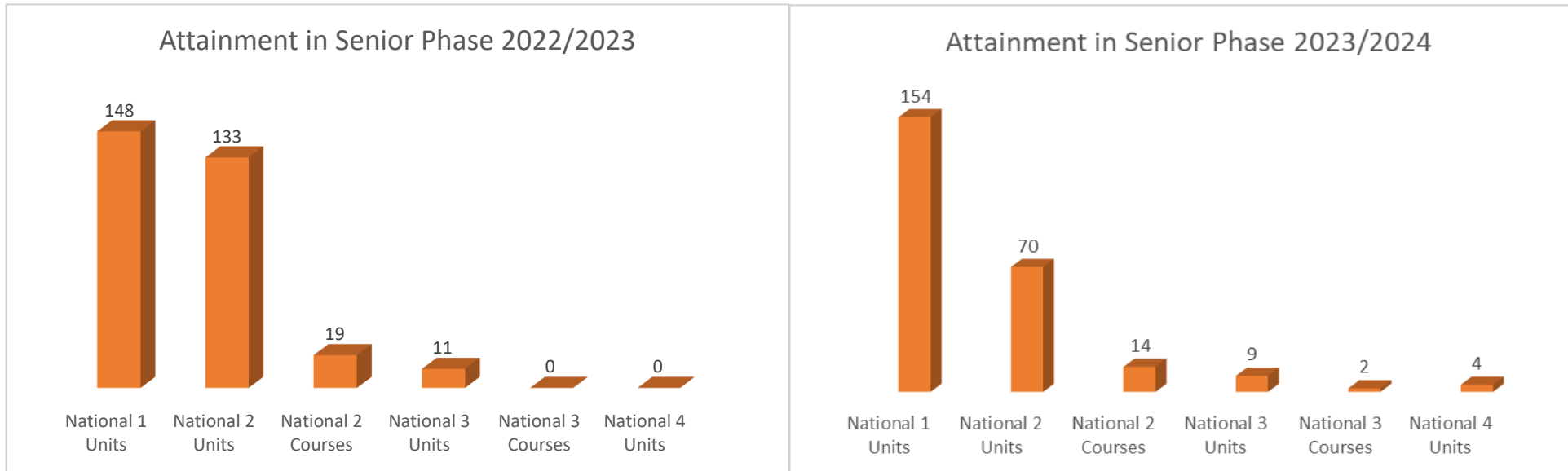
Pupil Attainment and Achievement 2023/2024

BGE Summary of Results

The data below is drawn from achieved individual pupil targets from wellbeing plans

| Session | Lit & Eng | MNU | HWB | % of targets met |
|-----------|-----------|--------|--------|------------------|
| 2020/2021 | 77.7% | 75.9% | 73.6% | 75.7% |
| 2021/2022 | 80.08% | 79.41% | 77.83% | 80.84% |
| 2022/2023 | 92.15% | 91.32% | 89.21% | 90.89 % |
| 2023/2024 | TBC | TBC | TBC | TBC |

SQA Summary of Results



Personal Achievement Awards and New National 1 Transition Unit – TBC

Pupil Equity Fund 2023/2024

| Summary of Interventions Actions and Outcomes | Measures | Evaluation and progress |
|--|--|--|
| <p>School Leadership and School Improvement and Teacher and Support Staff Professionalism</p> <p>Through investment in staff individuals will undertake opportunities for distributive leadership and professional learning leading the development of Nurture and Positive Behaviour Strategies and the Solihull Approach Leading the School Improvement group focusing on Nurture and PBS.</p> <p>0.5 teacher will work in collaboration with EPS on INSET day and to release BGE staff to develop the curriculum and provide targeted interventions across the school with behaviour management and strategies for de-escalation during this implementation phase 2023/2024.</p> <p>Positive Behaviour Strategies implemented, reviewed, and analysed.</p> | <p>Through PRD and Quality Conversations there is an increase of valuable CLPL being undertaken</p> <p>SVQ Social Services and Young People SCQF6 – 2 PSA’s being part funded – successful completion target June 2024</p> <p>Solihull approach successfully completed – 2 Educators June 2024</p> <p>Reduction in Violence to Staff Forms (AIRS) should be apparent due to the implementation of new strategies across the school and Family Centre</p> <p>Increase in children achieving their targets within wellbeing plans</p> <p>Increase in children achieving targets within PBS plans</p> | <p>Emerging pattern recordable CLPL particularly in Keeping Trauma in Mind, Positive Behaviour Strategies(PBS), Emotion Works, Nurture and Behaviour Support Strategies (BSS) SVQ attained (2PSAs) - enhanced skills and work practices</p> <p>2 members of staff have attended the Solihull Approach Fundamental training in children's emotional development. Recordable incidents remain high across the school, however these are in relation to minority of young people. PBS plans can take time to embed and we would expect to see an emerging pattern of reduction over time. This will be monitored closely by the school and family centre.</p> <p>3/ 6 PBS modules have been delivered to all staff with the remainder scheduled for the Aug INSET. Positive feedback has been received following INSET evaluations. Relatively few young people have PBS plans to date this should be interpreted as a positive impact.</p> |

Summary of Interventions Actions and Outcomes

Assessment of Children's Progress / Performance Information
Robust data analysis gathered across the school regarding pupil progress will be used to inform curriculum development and development of enhanced assessment and tracking systems.

Collating quantitative and qualitative data will ensure we provide informative data to target appropriate support and interventions - ensuring equity for all.

Target specialist therapies to support children and young people with additional support needs, tailored to address specific challenges.

Possible interventions/ key actions: MUSIC THERAPY

Engaging in music-making provides a way for children to express themselves through sound and to communicate something of their experience as individuals. Music Therapists are trained specifically to use the potential of shared music-making to address children's social, communication, developmental and emotional needs, thinking carefully about the needs of individual children and their families. Music Therapists are trained to Masters degree level and are state-registered professionals with the Health Profession's Council. Their expertise is particularly tailored towards supporting children and families with additional needs including our neurodiverse learners where there is a strong evidence base for intervention.

Measures

Improved data from tracking across all curricular areas informing reporting and planning.
Increase in children achieving their targets within wellbeing plans
Specialist therapies input to end of year reporting as appropriate
An increase in teachers using outdoor areas as part of their planning

Expected Outcomes : MUSIC THERAPY

To improve educational outcomes and access to creative opportunities for children referred to Music Therapy:
To support Children through Transitions during their educational life: eg, nursery, primary and secondary school.
Music Therapy can play a vital role during these anxious times for children.

- Improvement in the long term health, both physical and emotional well-being to the Children referred for music therapy
- Increased awareness of Music Therapy within psychology services at East Renfrewshire Education
- Development of joint working practice in conjunction with teachers, parents and psychology services
- Measured improvement in self-awareness and self esteem by facilitating interaction, confidence and communication
- A measureable Improvement in awareness of others and appropriate social interaction
- A strengthening in the capacity to relate or explore more appropriate ways of relating.

Evaluation and progress

Better tracking data is available to inform targets and next steps. A greater constituency of approach is now required

MUSIC THERAPY :has provided an important and valued addition to the curriculum and life learning experience, with particular focus on emotional well-being. The outcomes for children and young people who participate in the sessions is positive and for some significantly so.

- Initiation of gesture and vocalisation
- Socialisation and participation with peers, therapist and significant others in their life,
- Tolerance of change and settling to task
- Improved use of object/musical instruments
- Reduction in distressed behaviour.

The outcomes indicate that sessions provide boundaries which support the children and offers them a safe structure in which to explore and engage. It has been very apparent in each setting that music therapy is a very accessible and much needed intervention for children to develop their social and communication skills.

| Summary of Interventions Actions and Outcomes | Measures | Evaluation and progress |
|--|--|---|
| <p>Possible interventions/ key actions: DANCE specialist The aim of the workshops are to work individually with each learners is to enable them to access dance in whatever capacity works for them each session. The dance artists give directed, clear instructions and ideas, which are open ended to give all pupils to the opportunity to find their movement in their own way. The dance artists then develop these ideas so the pupils can progress on their own and as a group.</p> <p>Possible interventions/ key actions: ART Specialist The specialties of Creative Art Intervention within Isobel Mair School and Family Centre environment will provide an opportunity to identify young people who benefit from both the therapeutic aspect of making art as well as gaining skills and abilities which will enrich their experience and well being. This will also include targeted input focusing on areas which are specific to the individual. For example – Transition.</p> | <p>Expected Outcomes : DANCE Workshops are offered across the school in every class. The impact of moving creatively is measurable and has a progressive impact on individuals within class groups. Impact for identified pupils will be monitored and reported where a specific need for this type of therapeutic intervention has been identified to support the development of a range of skills.</p> <p>Expected Outcomes : ART Young people participating in ART specialist activities will develop increased confidence and self esteem. Staff supporting learners during sessions will develop greater confidence in using creative arts to support other aspects of the curriculum. Young people will develop skills to support them to express their emotions through the medium of arts.</p> | <p>DANCE Water Baby Arts has continued this year to work with Isobel Mair School, delivering high quality, inclusive, creative workshops to its pupils. The half hour workshops each week have reached the majority of classes including classes Islay, Iona, Skye, Barra, Lewis, Whalsay, Sanda, Bute, Cumbrae, Rassay, Harris, Arran, Tiree, Canna, Mull, the Family Centre and Corrie House.</p> <p>ART - Young people with Complex Support Needs have been given the opportunity to be introduced to specialist art materials, not usually available to staff and create tailored sensory experiences. These sessions are designed to compliment the curriculum. Feedback from teaching staff indicate that young people in class Cumbrae, Arran, Sanda and Bute have benefited greatly from these sessions. They have reported that they are inspired and enthusiastic to initiate more sensory strategies from what they have learnt in a session. Targeted support from the art specialist has increased confidence and self esteem for young people. Young people who struggle to adapt to new learning experiences are supported using expressive arts which can gently introduce new aspects of learning which in a way that is calming and enjoyable. Sessions are based very much on the individual needs of young people and is flexible in order to support all. For some learners in Class Barra, educators report that one to one support has increased engagement from both and encouraged independence. Understanding of turn taking has increased and has aided relationship building and nurture.</p> |

| Summary of Interventions Actions and Outcomes | Measures | Evaluation and progress |
|--|--|--|
| <p>Parental Engagement (21-24 strategy)</p> <p>Parents and carers are welcomed as active, empowered partners in the education and wellbeing of their children Parent and carer are encouraged to become involved in the parent council Parents are encouraged to participate in school self-evaluation activities and processes, planning and improvement priorities The school and family centre will provide more frequent family learning opportunities</p> | <p>Parental Engagement – Measures</p> <p>Increase in use and range of materials that can be shared with wider parent group</p> <p>Greater diversity and engagement with the Parent Council Increase in self-evaluation parental survey responses Achieving the Gold family centred approaches award An increase in parent participation in family learning events An increase in the number of family learning events</p> | <p>Following a successful Eid coffee and chat further events have been scheduled. The next step is to encourage greater participation in the parent council.</p> <p>Parent Council membership has improved significantly since moving to an online meeting. We will continue to monitor our members to ensure that there is representation from across the whole school community.</p> <p>Gold family centred approaches certification will be applied for in Term 2 of session 2024/2025.</p> <p>A parent support leaflet has been published highlighting and sharing local support for parents Family learning and bookbug sessions have been delivered and feedback has been gathered. Next session the school will offer further opportunities for family learning.</p> |

What is our capacity for continuous improvement?

- We have a strong capacity for improvement. We have a clear shared vision. We develop, test, and implement well-considered changes which increase children's independence, resilience, confidence, and attainment. Staff continue to contribute to system-wide improvement through continuous reflection and improvement to their practice.
- We ensure that our curriculum is relevant and engaging for learners through innovative and effective teaching strategies and we adapt our curriculum to meet the individual needs of our learners.
- We share our good practice through the Cluster, the National Complex Needs Network and delivery at Further Education Colleges.
- We involve our parents and community in school activities and decision making

| Quality indicator | School self-evaluation | Family Centre evaluation |
|---|------------------------|--------------------------|
| 1.3 Leadership of change | Good | Good |
| 2.3 Learning, teaching and assessment | Good | Very Good |
| 3.1 Ensuring wellbeing, equity and inclusion | Very Good | Very Good |
| 3.2 Securing children's progress / Raising attainment and achievement | Very Good | Very Good |



School Improvement Priorities 2024 – 2026 Year 2 of 3 year plan

Our vision is to be welcoming, nurturing, creative and ambitious for every member of the Isobel Mair community where everyone is equally valued and respected - see the school website for full details

| NIF Drivers | Expected Outcome / Impact (what we will measure and report on) | Activities (what we will do to bring about improvement) |
|--|---|---|
| <p>School and ELC Leadership</p> <p>Teacher and Practitioner Professionalism</p> <p>Curriculum and Assessment</p> <p>School and ELC Improvement</p> <p>Performance</p> <p>Information</p> <p>Parent / Carer involvement and engagement</p> | <ul style="list-style-type: none"> • A rights based culture, centred on Getting it Right for Every Child • Practices and experiences which ensure the needs of children and learners are identified and addressed • A culture of self-evaluation and continuous improvement in our school and family centre • An increase in the percentage of learners and families agreeing they have opportunities to celebrate the personal achievements of their child (children) • Improved literacy and numeracy attainment throughout the years of the broad and general education • An increase in activities which support prevention, early intervention, improve outcomes and reduce inequalities • Demonstrate our commitment to embedding Holocaust education in their school, to developing teacher knowledge and skills in Holocaust education • Attaining the STEM Nation Award - this has been developed by Education Scotland to celebrate, promote and build on effective practice in STEM education within and across sectors • Attain the Makaton friendly school accreditation • Attain the reading school accreditation • An improved transition policy and procedure system supporting our learners throughout their journey through school and beyond • Increased participation of parents in a range of activities leading to improved parental engagement | <ul style="list-style-type: none"> • Review, update and evaluate our diversity and social justice policy including Rights, Respecting Schools (UNRC) apply for our Silver Rights Respecting school accreditation • In partnership with colleagues across the Council continue to gain the keeping the promise for The Keeping the Promise award and updated Child protection Guidance • Continue to implement the Parental Engagement and Involvement Strategy 2021-2024 and seek accreditation for the Gold Family Centred Approaches in the school and reaccreditation for Gold in the Family Centre • We will encourage participation from parents and carers through family learning opportunities during STEM week and embedded opportunities across the school year • Implement the recommendations from both the National ASL review and the department's ASN review including a review of our current transition procedures and policy and undertake training in the Circle Framework • Continue to use Pupil Equity Fund to make decisions about which children and learners would benefit most from any particular intervention or approach, whilst keeping a clear focus on delivering equity (Pupil Equity Funding – National Operational Guidance – 2018) including a portion of participatory budget • Finalise and Implement the Nurture policy for IMS and FCD • Senior Phase mapping tool will be finalised and will help inform parents, learners educators in the Senior Phase • Continue to implement the Developing the Young Workforce Action Plan 2022-2025 supporting our learners across the school and for this working towards transition out of school • Extend and report use of tracking tools available through the IMS and FC and ERC tracking tool including wider achievement • Undertake the Vision Schools Scotland validation process target date March 2025 • Work towards meeting the criteria for reading school accreditation target date March 2025 |