

STANDARDS AND QUALITIES REPORT

Inclusion & Wellbeing Service 2021-2022



Falkirk Council
Children's Services



inclusion and
wellbeing service

watch us grow

Welcome to the 2021-2022 Standards and Quality Report for the Inclusion and Wellbeing Service. This is a summary report on the performance of Inclusion and Wellbeing Service over the last academic session in line with Falkirk Council's commitment to providing high quality services and ensuring continuous improvement in these services.

The purpose of the report is:

- to report on the progress made by Inclusion and Wellbeing Service over the previous session, particularly in relation to the Service's own priorities as set out in our Service Improvement Plan for 2021-2022. The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the Improvement Plan 2021-2022. Ordinarily, the SQR documents the outcomes and impact of improvement actions over the course of four terms of the academic session.

(The unprecedented intervention of the closure of schools and nurseries reduced the time available to progress improvement work as planned, therefore, the priorities identified in the improvement plan for session 2021-2022 remained relevant and will continue to be progressed in session 2022-2023)

Taking all of this in to account, this report provides a helpful summary for parents/carers and other stakeholders of successes and achievements in session 2021-2022. This report will

- share achievements and celebrate success with children, young people, parents and partners.
- identify priorities for 2022 -2023;
- report progress to our local authority, parents, and other stakeholders

Context of the Inclusion and Wellbeing Service:

Inclusion and Wellbeing Service is a Falkirk Council, multi-professional educational provision, which delivers individualised support for up to 300 children. The service offers In-reach and Out-reach support, intensive family support and community based learning for pupils who are experiencing high levels of social and emotional distress which affects their ability to access mainstream provision.

The Inclusion and Wellbeing Service is supported with an experienced Extended Leadership Team (ELT) and Class Teachers; primary and secondary and a support team comprising Support for Learning Assistants, Inclusion Support Workers, Early Years Officers, Specialist Family Support Workers and a Community Education Worker.

Vision:

The service is committed to being reflective and responsive to meet the changing needs of the children and young people in Falkirk Council. Our aim is to become a centre of excellence, working with all our partners to plan for and achieve positive outcomes for all of our children, young people and their families.

“Learning Communities across early years, primary, secondary and special sectors – which focus on social and emotional wellbeing and creating a positive school ethos based on mutual respect and trust are having the most positive impact” better relationships, better learning, better behaviour”

Scottish Government 2013

Our Values
Compassion
Happiness
Inclusion
Love
Diversity

Strategy

The Inclusion and Wellbeing Service fully endorses the view of the inextricable link between positive relationships, behaviour and the provision of high quality learning and teaching experiences. We believe it is essential to value each child and young person as an individual with their own strengths and development needs. We recognise that children and young people bring with them different abilities, experiences and family circumstances and that creating a safe, secure environment with a positive ethos will foster good relationships and positive engagement within our community.



The Service aims to:

- Create a community where everyone is valued, respected and supported to develop and grow as an individual.
- Develop trusting relationships to build a warm, welcoming and purposeful atmosphere to meet the needs of all our young people.
- Provide a positive learning environment which supports the health and wellbeing and academic needs of all pupils. .
- Ensure that all our learners have access to opportunities to develop the four capacities of Curriculum for Excellence.
- Develop skills for learning, life and work whilst raising attainment; across the service. A DYW focus across the service will be a key driver to ensure positive and sustained post school destinations.
- Promote social inclusion.
- Celebrate success, no matter how small, through a variety of channels, including digital platforms, traditional communication methods, publications on the school and council websites, parents and carers' visits, displays and assemblies.

Primary report

This year our primary service has supported 12 children on either a full time or part time placement. Our main focus continues to be health and wellbeing and ensuring the pupils have a positive experience in education. We have engaged well with the pupil's mainstream school to share strategies and planning to ensure consistency for part time pupils throughout the week. All of our pupils have access to the full curriculum for excellence and are provided with engaging and exciting activities that promote learning.

Assessment and progress

Engagement has been monitored throughout the year using the Leuven scale. This has provided us with evidence that shows that pupil's engagement increases the longer they have attended our service. It also highlights when a child might be disengaging which allows us to plan for re-engagement.

Throughout the year all pupils have made progress with their learning. They have engaged well in their core subjects and shown progress in these areas throughout the year.

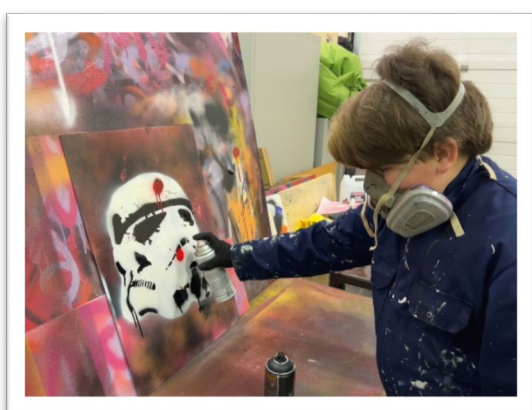
Primary have continued to use Boxall assessments for all pupils every term. This has allowed us to plan and check for progress frequently. The Boxall assessments help and facilitate targets for each

child's 'Me Time'. This is an individualised intervention that the children have every day that they attend.

Wellbeing webs have been used to allow pupils to have a voice. It gives pupils an opportunity to reflect on their learning and experience. Gaps in opportunities within and out of school can be identified and shared with key people to allow the child to succeed in all SHANNARI areas. It has also provided an opportunity for reflection so that pupils know what they have achieved throughout the year.

This year we have had 2 pupils who have successfully migrated back in to mainstream full time. This is due to the progress that have made throughout the year when managing their emotions, ability to make and follow a plan, self-regulation and to make positive choices.

Curriculum



All primary children have access to a challenging and inventive curriculum. Learning is provided through creative ways as our pupils find it hard to engage in traditional learning styles.

Teaching is tailored to meet the pupil's needs and interests. Staff know pupils well and understand what they will engage with best. This is then taken in to account when planning any activity. Pupils have the opportunity to guide their own learning by choosing subjects for topics.

Pupils have access to the facilities of the whole service. They are provided with opportunities for cooking, PE, art, music and gardening. Some of these are provided by learning partners.

Pupils have also had the opportunity throughout the year to access outdoor education with Falkirk Community Trust. This have provided our pupils with experiences like kayaking, climbing and bush craft.

ME Time is planned in to everyday as health and wellbeing is at the forefront of all we do. Boxall assessments help provide staff with targets that are personal to the child. It also allows time to build on relationships which then has a big impact in other areas of school.

Pupil Equity Fund

Our focus for session 21-22 was to provide experiential learning opportunities for our pupils. We recognise that for some of our pupils these experiences are missing from their lives not just due to C19 but due to poverty or lack of opportunity. It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. It was important for us as a school that our pupils are able to take part in a wide range of activities and visit a wide range of facilities and more importantly be able to talk about these experiences to others.

We have visited a significant number of historical sites, museums, outdoor learning spaces and leisure facilities. We have also provided opportunities for our pupils to experience "Eating Out" a key skill required as they transition beyond school.

Family engagement

Families are involved and informed about their child's education and development. This is done in a number of ways. Daily phone calls are made to ensure there is an open line of communication and to maintain a positive relationship with families. Our Family Support Workers also provide families with help and support with parenting advice.

Broad General Education Report

From August 2022, the BGE department consisted of one established teacher and welcomed three new practitioners from across both primary and secondary sectors. Five pupils transitioned from IWBS Primary into S1, each requiring significant levels of support following the disruption of Covid 19 to traditional school routines and home life.

Curriculum

The S1 BGE curriculum focused heavily on developing knowledge, skills, attributes and the capabilities of each pupil through individualised learning approaches. This allowed pupils to learn at a pace, which suited them, and to undertake learning which was rigorous but also designed to be both enjoyable and active. The nurturing approaches of the departmental team, was conducive to developing positive relationships between pupils and staff and it was clear that this approach was fundamentally important in alleviating dysregulation across the cohort. There was intrinsic value in allowing pupils to gain SQA certification at National 1 and 2 level, as this developed a culture of achievement across the department and was an essential motivating factor for most pupils, with parents recognising pupil achievement at home. The department looked to certificate achievement at every opportunity, resulting in a number of pupils achieving over 50 SQA recognised qualifications over the 2021-2022 school year. A major strength of the department during the current school year has been the focus on developing links with curricular based partner agencies such as Scottish Water, The Royal Highland Education Trust, Lush and Falkirk Food bank. During the next academic year, the focus will be to maintain the excellent levels of academic achievement, continue to build partnerships and plan in a flexible manner to meet individual learning needs.



Staff Capacity

As part of our School Improvement Plan, a key focus for the 2021 – 2022 school year was developing the capacity of staff to deliver the Emotion Works programme confidently. Across all classes, pupils have benefited from 1:1 sessions exploring triggers and possible strategies as well as developing their emotional vocabulary. This approach has complimented the TCI framework adopted by the service in supporting pupils to talk through their emotions. Staff have further developed their professional practice by taking advantage of courses offered by the Skills Network, focusing on behaviour that

challenges, mental health awareness and Suicide and self-harm. During the new academic year, the department will continue to identify training needs to reflect the needs of our learners.

DYW

This year has seen a robust focus on promoting enterprise amongst the BGE cohort. Pupils from across the department have been innovative, developing projects by researching and identifying a product or need, undertaking planning, advertising and reviewing. This has played a crucial part in developing confidence and self-esteem, as well as providing pupils with the opportunity to experience success. Enterprise projects have consisted of car valeting, Christmas decorations and a not for profit toiletries drive for a local food bank. During the next academic year, the focus will be on establishing a skills development framework to support pupils learning journey. Further planning will be undertaken to provide placement opportunities and experience within the community.

Bespoke experiential learning/Outdoor education

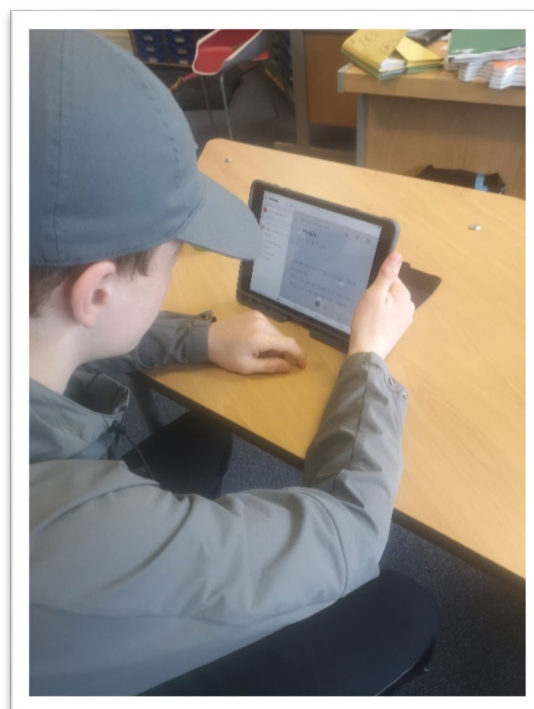


A flexible approach to meet the changing needs of learners throughout the school year has been a major strength of the department. Pupils have been supported with bespoke timetables offering experiential and community based learning. Importantly, there has been robust intervention planning, ensuring pupils continue to achieve when the formal classroom environment has become a barrier.

Senior Phase report

Senior Phase has been undergoing a review this year and as a result new opportunities for growth and improvement have been identified. Our Nurture approach has been evaluated using 'How Good is our Nurture' (Glasgow City Council). Through staff discussion and training, a more enhanced nurturing approach has been applied across the whole of senior phase. Training for staff will be ongoing throughout the new academic year with opportunities for professional reading groups and staff discussion, which will continually enhance our practice. A follow up evaluation to measure impact will be completed in December 2022 and June 2023.

Currently within Home Economics, the Department offers one qualification at National Three. An increase in staff during term 3 has enabled us to support pupils to increase their engagement and evaluate our curriculum. As a result a new curriculum has been written and will be delivered offering the opportunity for pupils to gain four national qualifications from S1 to S3 which will offer more skills development and knowledge. Our S4 pupils have been involved in a trial offering a



'pop-up' café within our family centre, offering lunch to our Parents participating in our Parent's group. This trial is proving successful and this will become part of our 'Developing the Young Workforce' programme as we move into the new academic year. Work has also started around developing a 'Training for Work' Academy to enable our senior pupils to develop CV's, prepare for interviews and participate in work experience. This will be developed over the coming year to include partnerships with local businesses who can provide work experience.



Across our curriculum our pupils continue to work towards National 3 and National 4 in all subjects.

Our S4 pupils are also given the opportunity to attend college and this year's cohort have successfully completed three courses.

Wider Achievement continues to grow and pupils are successfully completing their Duke of Edinburgh Awards including an overnight expedition. Within Photography our pupils are hoping to enter a competition next month. Our Bike Academy

continues to prove popular and is an excellent way to support pupils with transitioning from their mainstream school, and when offering a bespoke timetable. In addition, pupils who are currently on bespoke timetables are being supported to gain qualifications. This has resulted in qualifications in Animal Care (Level 1 + 2).

Outreach Report

Mainstream Outreach

Consultation, direct work and staff skill enhancement within mainstream primary and secondary schools across the authority

- Staff continue to deliver training across the authority to a wider cohort of staff
- Consultation with mainstream staff results in the most appropriate package of enhanced support being offered.
- Direct work within the mainstream setting continues for an agreed period of time with staff working alongside mainstream colleagues to support the young person
- A period of monitoring ensures the mainstream setting can access support from IWBS staff if and when required for the ongoing support and education of the young person.

The Outreach team have supported **134** individual pupils through direct 1;1 targeted work across the Authority within primary and secondary education placements from August 2021-June 2022. The success of this has been monitored and evaluated through the monitoring period after direct work has finished, the young person's ability to re-engage with their education offer, peers and staff. Staff discussion and feedback sessions, TAC/review meetings and direct information given by the mainstream schools. The use of Boxall within our outreach service has been positive and has had an increasing impact on pupil's health & wellbeing. ISW staff have been able to use the profiling with the host school to highlight individual needs and build strategies to ensure a shared understanding of needs and how these can be met. Furthermore the Boxall has enabled staff to track and evaluate data

and progression to ensure next steps in learning are pupil led and relevant. The Outreach staff have also offered consultation to mainstream colleagues for over **163** pupils across **22** primary and **7** Secondary schools within the authority this year.

Staff have also delivered Nurture training and ABC training for other schools and this has received very positive feedback. We are continuing to roll out this training across Falkirk to support out mainstream partners. In addition to this a pilot session of wider achievement and personal development qualification training was delivered to a mainstream high school this term to allow their staff to enhance their own skills and widen their academic offer to young people who find traditional, class based learning difficult.



Evaluation forms are currently used but the team are trialling a new impact evaluation feedback form to roll out from August 22. This will allow the staff to reflect on the current offer, build on what is successful and adapt anything that is not meeting the expectations or needs of schools and individual young people. We are currently piloting a new assessment tool to support us measuring the efficacy of Outreach intervention. Initial results are positive and show the tool, as it stands, is fit for purpose. It may require a few tweaks but the team have asked staff to pilot it in its original form and to then tweak it themselves to try again. Hopefully all staff will have used it at least twice (original then tweaked) before the end of second term when we can come together as an Outreach team to decide the best format for the tool moving forward.



The profile considers five main areas:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning

We used information from the assessment tool to complete a report for a professional's meeting and it was interesting to note the pupil scored less than 50% on the first four areas but slightly over 50% on the Approach to Learning area. His inability to navigate social rules is now impeding his ability to access his learning in class. Currently he is on track with the majority of his class but now finds it difficult to interact appropriately for the context. Professionals are considering PCP for ASC placement. Since Jan 22, the Resilience Course has been rolled out to over 100 pupils across two schools. Data collected pre and post course are currently being collated but look positive. Anecdotally, the staff present in the class while the course is being delivered have gained insight into their own thoughts and behaviours and feel it has benefited them.

Bespoke Outreach - Campus Based

In January 2022 the campus based, classroom outreach offer was introduced to enhance the education and support offered by IWBS to mainstream colleagues for secondary aged young people with intensive, short term interventions within a class based setting here on campus. So far, this has provided **18** young people from **8** different schools with targeted support and interventions within a nurturing environment to support their fractured engagement with education. All physical environments within the Outreach Service have been further developed and improved to ensure that the children and young people can access a welcoming and friendly setting. A nurturing, welcoming and safe environment has been created for pupils. This includes 2 classroom spaces and a small, quiet work space to the rear of the building. In addition outside/partner agencies have access to the space if required for their work/interventions with young people. The building is kept clean and tidy with displays being regularly changed highlighting pupil work and thematic presentation or for competitions. Outreach intervention paperwork is used to track engagement and allows staff to design individualised, targeted support for young people.



- Improved resilience and regulation demonstrated through educational engagement and reduces incidents within mainstream settings
- Improved Wider Achievement/national qualification passes in relationship building and engagement for young people.
- Improved Wellbeing Web scoring for young people
- Stronger links with mainstream colleagues for partnership working when supporting young people to develop intervention packages tailored to the individual young person to allow engagement in mainstream setting.

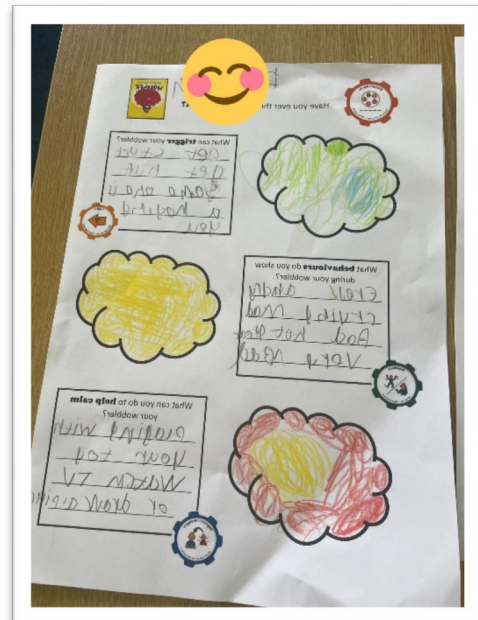
- the consistent use of resilience and self-regulation materials allows young people to learn/build coping strategies to support their engagement within mainstream education and reduce the disengagement/incidents and periods of non-attendance
- The use of wider achievement/personal achievement qualifications to support and enhance the bespoke intervention package has allowed pupils to feel a sense of achievement when working with staff on campus. This has led to a willingness to return to their mainstream setting and continue their successes.

Pupil Voice

Pupils report that the intervention and support offered by the Outreach Classroom has allowed them to have more confidence in what they are capable of, they are happier completing qualification work and feel that they will be able to manage better in the mainstream school when things are tricky. Pupils reported that they felt listened to by staff and included in any planning or decisions that were being made and that all the work we did with them had their best interests behind it.

Outreach Project – Year 1

This session we have been running a pilot outreach project. The initial rationale for this project was to develop a more robust and effective approach to delivering outreach within schools in Falkirk. Our current outreach model offers individual support to identified pupils however does not always offer the wider school approach which would benefit many settings in supporting the increasing number of pupils with ASN. It is hoped that through this project referrals and supports to Inclusion and Wellbeing would be reduced. The project provides each school with an individualised approach suited to their needs and setting and allocates IWBS staff to the school for two days per week for a cycle of one term. During this time IWBS staff support schools through a variety of methods including;

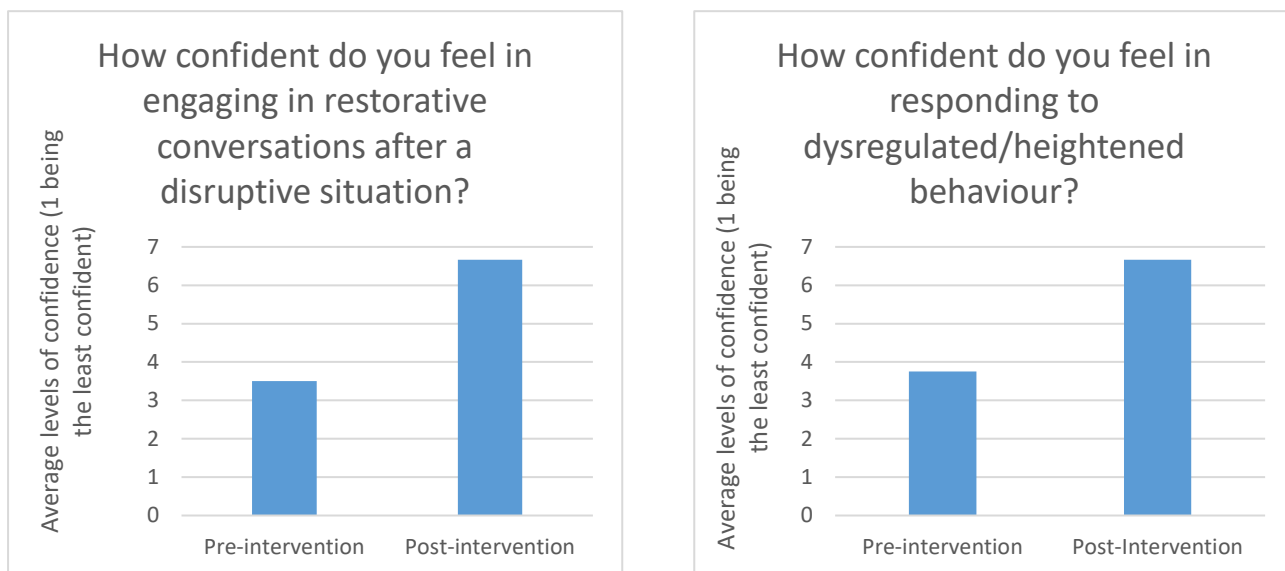


- Observing classes.
- Building relationships with staff and pupils.
- Embedding structure and routine around certain individuals. This many include individual planners and emotional check-ins.
- Small group work with targeted pupils.
- De-escalation techniques for all staff, shared language and creation of whole school script.
- Strategies to teach about emotions and emotional regulation.
- Restorative approaches including conversations following incidents.
- Consultation offered to all school staff to discuss individual queries

An implementation period of around a term is then given to schools before IWBS complete a revisit period in the following term.

Evidence has been gathered in the form of qualitative and quantitative data. This data suggests an increase in staff knowledge, understanding and confidence in supporting dysregulated pupils through use of de-escalation strategies and restorative conversations. The senior leadership team of one project school report a 13% decrease in the number of calls they are receiving from staff to respond to dysregulated behaviour.

An example of data gathered from one school is displayed below:



It is estimated that around **300** pupils have been impacted by the project. In all 3 schools focus classes were identified alongside individual pupils. These classes received extended support over the whole cycle of the project which it is hoped impacted all members of those classes. It is also noted that the impact of the project is designed to be ongoing through the development of whole school ethos and approaches to behaviour which challenges.

Evaluation Tool Development

Evaluation forms are currently used but the team are trialling a new impact evaluation feedback form to roll out from August 22. This will allow the staff to reflect on the current offer, build on what is successful and adapt anything that is not meeting the expectations or needs of schools and individual young people.

Science, Technology, Engineering and Maths (STEM) report

We successfully applied for the Enhancing Professional Learning in STEM grant from STEM Nation. As part of this we worked with Wendy Findlay (Energy Scotland Partnership) and Laura McCafferty (National Education Officer for RAiSE) to provide CPD opportunities for BGE and Primary staff. This CPD focused on the Lego League Project, Lighthouse Project and BBC Micro:Bits. Since then we have purchased the technology required to introduce our pupils to the Lego League project and received our free Micro:Bits from The Micro:Bit Educational Foundation/Scottish Government. Due to COVID and other circumstance we did not attend the Lego League Project competition, however pupils engaged well with the learning and the kits purchased will be used in the future to develop and enhance our STEM curriculum.

We have appointed an Acting PT of STEM who started the roll in April 2022 and will be focusing on developing our STEM curriculum. Through this we aim to make links with the local community, increase pupil engagement and support our pupils in achieving an increased amount of National Qualifications in STEM. She is also our contact in the National ASN STEM Network.

We have worked with the council to develop the Falkirk Council Wonderful Woodwork curriculum. Our pupils now have access to a variety of appropriate woodwork tools. A few of our BGE pupils have taken part in the Tools Talks lessons and have started to develop their woodwork skills. This will be rolled out across the BGE and Senior Phase next session.



We have purchased a variety of technology to support the STEM curriculum. This includes Blue Bots, In-O-Bots and Raspberry Pi's. These items allow us to provide engaging STEM lessons for our pupils and support the development of computational thinking skills. These skills are transferrable across the curriculum and should help our pupils to develop problem solving skills, perseverance and the ability to work as part of a team.

We have purchased a wide variety of maths books. The books are a variety of fiction and non-fiction books and support the delivery of maths lessons from Primary to Senior Phase. They cover a wide range of mathematical concepts as well as focusing on famous mathematicians in history. Some of the books also support the delivery of Black History lessons.

Some of our BGE and Senior Phase pupils have been focusing on achieving National Two Qualifications in Technology. We will be able to build on this success next year.

Overall there has been an increase this year in STEM skills being taught to our pupils. Evidence of this can be found on Twitter under the hashtags #IWBSscience, #IWBSmaths and #IWBStech.

IT Upgrade

All desktop machines within the Service have now been updated to Windows 10. This has allowed us to upgrade the hardware used in the school, and to retire the older machines that were still in use on the network.

All pupils have now been issued with a Connected Falkirk iPad, which links to their Glow account. This allows them to access the internet, Teams and a variety of curated applications such as Microsoft Office.

Service Priorities and Progress 2021-2022

Section 2

Review of progress for 2021 - 22	
Priority 1: Supporting the development of pupil Health and Wellbeing through the use of assessments, planning tools and direct interventions- Year 2 of 3	
<p>NIF Priority</p> <ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing <p>NIF Driver</p> <ul style="list-style-type: none"> Assessment of Children's Progress School Improvement 	<p>FC Service and School Improvement Priority</p> <ul style="list-style-type: none"> Reducing the impact of poverty on children and their families Empowering and enabling people
<p>HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5)</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p>	<p>Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text)</p>
<p>Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?</p>	
<p>Teaching staff (including ISW's) have been given access to the EW website and are in the process of orientating themselves around the getting started content. Teaching staff have been signposted to further resources within school. All pupils are currently being put through Boxall assessments and 1:1 targeted interventions plans are being produced. There is an identified need to look at timetabling 1:1 sessions (1 per week) for each BGE pupil. An ISW has been identified and will offer intervention support information sessions for BGE staff. The use of consistent language regarding emotional regulation and behaviour support has been adopted, though is at an initial stage. Posters are being designed to support this message across all BGE classrooms.</p> <p>In terms of Outcome A, pupils require ongoing support to develop their use of emotional language. Across the BGE department, staff are using the emotion works cogs with more confidence and this is allowing pupils to reflect on periods of dysregulation. Staff are using a variety of resources and sharing good practice. Visual signage is now available across BGE and Primary allowing staff and pupils to explicitly reference during the course of the day. Outcome B progress on creating a social, emotional learning planner was limited due to time factors. Outcome C has seen nurture training offered to all staff with bespoke programmes identified to support pupils who are experiencing difficulty with their current IWBS offer. Finally, Outcome D has seen significant partnership working with SALT, to develop a consistent communication environment across the service to support pupils. 1:1 sessions with the SALT representative has allowed teachers to explore other ways to aid communication. Pupils were supported to develop personal pictures covering likes, dislikes and de-escalation strategies.</p>	
<p>Next Steps: What are you going to do now?</p> <ul style="list-style-type: none"> Identify opportunities to support staff health and wellbeing. Further embed Emotion Works To further embed our understanding of the principles of nurture and look at HNIOS Train all new staff Ensure Boxall's are completed once per term for all pupils 	

Review of progress for 2021 - 22

Priority 2: Primary and Secondary Curriculum review to include Teaching and Learning, monitoring and tracking, and reporting to parents- Year 2 of 3

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Driver

- School Improvement
- Assessment of Children's Progress

FC Service and School Improvement Priority

- Raising aspiration and ambition
- Grow our economy

HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5)

2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

Has this work been supported by PEF? yes/no (**If yes**, make sure this is **explicit** in your text)

Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?

Primary update – We have progressed in developing our Young Workforce by auditing and establishing this curriculum area. This has had a positive impact and can be evidenced successfully by pupils achieving their high5Award from Dynamic Youth Awards and participating in ECO schools and 'Keeping Scotland Beautiful Awards'. We have established regular discussions with pupils during lessons around transferable life and work skills. Embedding the variety of monitoring and tracking resources has been applied by using wellbeing webs, H&W booklets and our whole school tracking system.

Secondary update - We are in the process of mapping our current curricular offer through S1-S5. We are continuing to identify and match alternative qualifications with activities/physical options pupils are undertaking in the hope that this will increase their qualification haul by the end of their school placement.

We are embedding a variety of transition packages which are tailored to the pupil's individual needs as well as fostering relationships with staff and a willingness to attend an education package within the school building.

Secondary curriculum review is complete and the changes will be implemented as part of the timetable update in June 2022. Session 2022-2023 will maintain a monitoring overview of the Secondary curriculum to ensure implementation is proceeding as planned.

Primary review is complete and implemented. As in Secondary, the school will monitor the progress of the revised arrangements across next session.

Pupil tracking will be enhanced through an extended set of measures next session. This will be part of the overview as the process will develop across the year.

Reporting has been rescheduled as termly rather than biannually, but will continue to use the existing reporting templates.

Next Steps: What are you going to do now?

- To develop awards further and embed in curriculum so every pupil is offered opportunities each term.
- To further embed the use new observation recording tool and evaluate data and feedback the form produces.
- To further embed the variety of monitoring and tracking resources to track pupil progress

Review of progress for 2021 – 22

Priority 3 Developing a digital learning platform for all stakeholders- Year 1 of 3

<p>NIF Priority</p> <ul style="list-style-type: none">• Improvement in attainment, particularly in literacy and numeracy• Closing the attainment gap between the most and least disadvantaged children <p>NIF Driver</p> <ul style="list-style-type: none">• School Leadership• School Improvement• Teacher Professionalism	<p>FC Service and School Improvement Priority</p> <ul style="list-style-type: none">• Promoting stronger, more self-reliant communities• Raising aspiration and ambition• Empowering and enabling people to be self-reliant
<p>HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5)</p> <p>3.2 Raising attainment and achievement</p> <p>1.3 Leadership of change</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p>	<p>Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text)</p>
<p>Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?</p>	
<p>The Windows 10 infrastructure is now in place, but is suffering from a lack of RAM in most machines. The priority is now to rectify this as soon as possible. Falkirk Council have acknowledged the problem but have yet to decide on a solution.</p> <p>Connected Falkirk hardware (iPads) have arrived and been deployed for teaching staff, but pupils won't receive them until November 2021. XMA training was scheduled for October 2021 but this was postponed until February 2022, partly due to concerns around the ongoing Covid-19 pandemic, but also due to the late arrival of the pupil iPads.</p> <p>An annual SUMDOG license for the full suite of tools has been purchased at a cost of £200 + VAT. Some staff have been enthusiastic early adopters; we intend to run an audit in May 2022 to gauge overall demand for a continuation of the subscription.</p> <p>All pupils have now been issued with Connected Falkirk iPads and trained in their use. Staff have become more adept at using the technology in the classroom and beyond, though some reticence remains. It is hoped to address this through continued CLPL sessions.</p> <p>The RAM issue continues to affect most desktop PCs. Falkirk Council have yet to issue further guidance as to how this will be addressed.</p> <p>Opportunities for further CLPL have been identified and offered to staff, including an initial session around the use of Virtual Reality in education.</p> <p>At this point, the main objectives of this Improvement Priority have been met, and the group will no longer convene other than informally whenever updates are applicable.</p> <p>No further development is required on the main issues, though this is an area that will continue to evolve each session.</p>	
<p>Next Steps: What are you going to do now?</p> <ul style="list-style-type: none">• Expand the capabilities of the platform by training staff in additional strategies and resources and iPads to be issued to all learners from P6 upwards.	

Review of progress for 2021 - 22	
Priority 4 Developing a collegiate approach to partnerships to ensure better outcomes for pupils and families.- Year 2 of 3	
NIF Priority <ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing NIF Driver <ul style="list-style-type: none"> Teacher Professionalism Parental Engagement Performance Information 	FC Service and School Improvement Priority <ul style="list-style-type: none"> Working with communities to deliver better services Reducing the impact of poverty on children and their families
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion	Has this work been supported by PEF? yes/no (If yes , make sure this is explicit in your text)
Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?	
Due to a number of factors including Covid 19 this priority has been delayed and will be picked up as part of the normal service business.	
Next Steps: What are you going to do now? NFA	

Review of progress for 2021 - 22	
Priority 5 Further Development of Outreach Support Service- Year 2 of 3	
NIF Priority <ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children Improvement in employability skills and sustained, positive lever destinations for all young people. NIF Driver <ul style="list-style-type: none"> Teacher Professionalism School Improvement 	FC Service and School Improvement Priority <ul style="list-style-type: none"> Empowering and enabling people to be self-reliant Reducing the impact of poverty on children and their families
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 3.1 Ensuring wellbeing, equality and inclusion	Has this work been supported by PEF? yes/no (If yes , make sure this is explicit in your text)
Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?	
Staff have worked together to produce a school baseline assessment to determine training needs and confidence with SEBN. Staff have developed a baseline assessment for pupils starting outreach. Over the school year, staff rolled out training to primary colleagues to enhance their skill set in working with and supporting young people with ASN/SEBN. Feedback has been very positive from participants. The baseline assessment pack has continued to evolve and is working more effectively for staff using it with new schools. This will be continuously updated. An evaluation tool is being trailed for use by staff to help inform the impact Outreach has had/areas we need to alter or build on and how ready young people are to re-engage with their education after our intervention and support. This will	

continue next year. Enhanced outreach will be picked up again as an area for development in the coming school year.

An Outreach Project has been introduced providing high levels of bespoke support for individual schools. Initial feedback is very positive and this approach will be further developed.

Campus based outreach for bespoke secondary interventions began in January with 18 young people from 8 mainstream schools. The focus has been resilience, emotional regulation and wider achievement qualifications. Feedback is very positive and further development will be a priority.

Next Steps: What are you going to do now?

Continue to develop the strands of the Outreach Service incorporating training for colleagues across the authority.

Section 3

Key priorities for School Improvement Planning 2022 - 2023

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities, which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Priority 1: Supporting Staff Health and Wellbeing and further development of pupil Health and Wellbeing through the use of assessments, planning tools and direct interventions.

Priority 2: Primary and Secondary Curriculum review to include Teaching and Learning, monitoring and tracking.

Priority 3: STEM Development

Priority 4: Further Outreach Development

Key priorities for School Improvement Planning 2020-2023

There is a requirement for the service to focus upon the Quality Indicator 2.3 (QI 2.3) from 'learning, teaching and assessment' as outlined in How Good is Our School? (4th Edition). Many of the priority areas from session 2021-2022 will continue with more focus upon QI 2.3. The high level priorities for Inclusion and Wellbeing Service's provisions will be:

- Supporting staff health and Wellbeing and the further development of pupil Health and Wellbeing through the use of assessments, planning tools and direct interventions. (Yr 4)
- Primary and Secondary curricular review to include Teaching and Learning, monitoring and tracking and reporting to parents. (Yr 2)
- Development of STEM curriculum within the service

The Inclusion and Wellbeing Service will continue to have a specific service wide focus upon developing staff capacity to engage with Trauma Informed Practice and Nurturing Approaches

What is our capacity for continuous improvement?

Inclusion and Wellbeing Service continues to build capacity across the staff team, parents, pupils and community to contribute to and lead service improvement. The service will take a sustainable approach to improvement which is linked to quality assurance and self-evaluation then taken forward in a manageable, proportionate and meaningful manner. There has been significant time allocated within the service calendar to ensure that improvement is prioritised and given proportionate time to undertake improvement activity. The service continues to design improvement requirements in a planned, coordinated and strategic way. It is essential that the service avoids an approach that simply reacts to events. Instead the service responds to strategic use of data based upon needs of the children, families and schools across Falkirk.

Improvement is closely linked to national, local and service priorities. The vision of a single 3-18 service is a primary driver for change within our specialist schools. At an operational level the School Improvement Groups meet with the Head Teacher termly to ensure support can be given and to monitor progress and discuss evidence. The school continues to utilise two improvement walls located within the training and staff area to show progress on priorities throughout the session. A new SIP template has been developed for use next session to improve consistency and to ensure termly written evaluations are submitted to ELT. Time for School Improvement groups has been incorporated into the school calendar to ensure staff have dedicated time for effective dialogue. Further opportunities to seek the views of staff, pupils and parents' will be sought to ensure their views and opinions are considered as an integral part of our self-evaluation process.

Self-Evaluation of the Core HGIOS? 4 QIs

QI	Service	
1.3	Good	appendix 1
2.3	Good	appendix 2
3.1	Good	appendix 3
3.2	Good	Rev 09/22



Teaching and Learning (2.3)

Prior to attending the service our pupils have not always enjoyed positive experiences of education. The process whereby their referral to Inclusion and Wellbeing Service is accepted often includes extended periods of disengagement or absence. This results in most pupils experiencing gaps in all educational areas which are compounded by chronically low confidence and self-esteem. In addition, many of our pupils have experienced significant trauma in their lives, trauma which is largely unresolved or ongoing. Pupils therefore operate with high levels of stress and can find it overly challenging to engage with traditional learning opportunities.

Each pupil within the service is offered an individual and bespoke educational experience that is designed to meet their needs. For those suffering with trauma this may mean a phased induction to the service provision, which normally lasts between 2 and 4 weeks, and will place high emphasis on developing relationships with staff members and other pupils. It is also crucial at this stage that honest, positive and nurturing relationships are established with home so that the pupils have the best possible chance of being successful in their placement.

The aim for pupils leaving the secondary provision of the Inclusion and Wellbeing Service is that they are able to fulfil their potential, developing skills to support them in the work place and move on to sustainable post 16 destinations. Our focus, therefore, will be on encouraging activity which teaches pupils about stress responses, relaxation and building resilience coupled with interpersonal skills required to secure a college placement, training or employment. Literacy and numeracy are also of key importance our aim is that all pupils attain L4 Literacy and Numeracy as a minimum, with the appropriate level of support. Pupils will be encouraged to progress through their National qualifications, as and when appropriate. Our aspiration that all our young people leave the service having achieved 5 L4 qualifications as a minimum.



This session we have seen an improvement in the number and range of units and qualifications achieved by our pupils.

Current links with Forth Valley College enable pupils to gain valuable experience in an adult setting and there has been a good success rate from pupils completing the Regenerate course and moving on to a successful college place. Other alternative curricula out with the Inclusion and Wellbeing Service can include early access to Activity Agreements and shared places with Mainstream schools.

Within the primary provision, there is always a presumption of mainstream and strong links are made and maintained with mainstream partners. As well as supporting pupils to develop regulation strategies, staff also work with them to develop skills in literacy and numeracy. Where young people are returning to mainstream school, staff will support this process with a well-planned and timetabled transition programme.

How we support pupils to achieve

Continuous feedback from pupils during course evaluations

Within both the primary and secondary provisions, pupils are encouraged to contribute to course evaluations through in-topic questioning, end of unit feedback and analysis of various types of assessment. Feedback is used to update, adjust and improve existing courses, as well as informing new course design.

Within primary pupils are given opportunities to lead their own learning.



Tailoring courses to pupil interests

Course design is always guided by pupil interest; pupils learn more effectively if they are enthused by a subject. Staff take account of both local and national trends (e.g. current affairs, trending subjects in social media) and individual pupil interests (e.g. fishing, mechanics, cycling) when designing courses and shorter units.

Allowing more scope for pupil choice within courses

Many courses at the Inclusion and Wellbeing Service are not prescriptive, but instead are designed to allow pupils a lot of choice in the subject matter. This could be as wide as choosing the topic for the entire unit (e.g. choosing two religious belief systems for a comparative study) or as narrow as picking a subject for a presentation (e.g. which endangered species to feature in a topic about extinction).

Widening choices of subject areas and courses available

A lot of time, effort and resources has gone into providing a wider range of subjects for our pupils. This is particularly true for Duke of Edinburgh's Award where the Service has invested in training and materials that will allow access to a range of topics, and subsequently increasing opportunities for accreditation. The service also has a long and sustained partnership with Falkirk Community Trust who have continued to provide weekly outdoor learning sessions to our primary pupils as well as bespoke training for staff.

Dynamic Youth Awards and High 5 Awards are completed by pupils across the service.

Investment in learning and teaching technology

During the session, funds have been secured and invested in new ICT equipment, including mobile technology. This approach to interactive learning will allow pupils to access information in new and innovative ways, and will empower teachers and support staff to deliver lessons in new and exciting styles. A new PT STEM is driving this progress across the service.

Using learning partners

The Inclusion and Wellbeing Service has a long and valuable relationship with Forth Valley College. This has seen the development of two courses, Regenerate and ACE, which senior pupils at the Inclusion and Wellbeing Service are able to access for one or two days a week. In addition to experiencing an adult learning environment, pupils also develop independent living skills through managing self-travel, time management, interpersonal skills and the opportunity to forge links to

further education. Many of our previous pupils have found this link invaluable in taking their education to the next level once they leave school.

Investing in new staff roles

The traditional staff profile within schools is changing and the Inclusion and Wellbeing Service is no exception. In addition to teaching staff and the senior leadership team, the Inclusion and Wellbeing Service also has Specialist Family Support Workers, a Community Education Worker, Inclusion Workers. New staff appointed this session bring with them many additional interests that will benefit the pupils further. All these roles are backed up by clerical support from our admin team. The wide range of roles allows pupils at the Inclusion and Wellbeing Service to be supported by a variety of staff across the school day, and gives them greater opportunities for success and achievement.

How we support pupils to grow personally

PSE programme

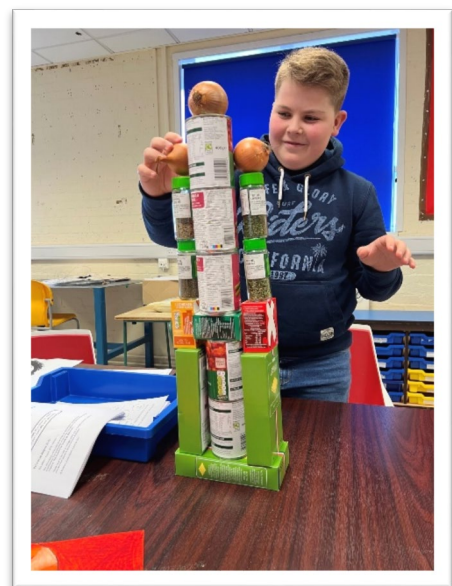
All pupils take part in Personal and Social Education at least once a week. Topics covered include areas such as personal hygiene, relationships, morality, internet safety, workplace skills and community violence.

Individual programmes

Staff at the Inclusion and Wellbeing Service are trained to deliver specialised programmes, such as Equine Therapy, No Knives, Better Lives, and Seasons for Growth. These can be done in 1:1 settings or as part of a larger group. Within the primary provision, young people participate in daily Me Time sessions in which staff plan bespoke 1:1 sessions based on the Boxall assessment with the aim of supporting cognitive and behavioural development.

Key Teacher time / pastoral support

All pupils at the Inclusion and Wellbeing Service are assigned a Key Teacher who is responsible for the pastoral care of that pupil. This includes regular contact with the pupil's parents or carers, daily Key Teacher Time with a group to discuss issues and address any problems, responsibility for writing and updating pupil reports and providing a first point of contact if a pupil requires support with any issues, either in or out of school. Within the primary provision, principal teachers are responsible for daily contact with families as well as co-ordinating and facilitating pupil council meetings.





Opportunities to try different activities in Outdoor Education

Pupils have taken part in a variety of activities over the past year, including rock climbing, mountain biking, coasteering, canoeing, kayaking, gorge walking and hillwalking in partnership with Falkirk Community Trust. In addition to providing new and challenging experiences for pupils, these activities are designed to promote teamwork, improve resilience and have a beneficial impact upon the health and wellbeing of the pupils involved.

Linking pupils to opportunities in the community

Some pupils have been involved in community-based activities, such as music groups or sports activities. Staff support pupils out with school hours, as this helps pupils to make meaningful links within their own communities that they might not otherwise be able to access, and which can become self-sustaining after an initial period.

Skills for work input

Within the primary provision, where possible, opportunities for young people to learn about a range of careers is planned for across the school year. The provision has worked with a range of employers this session including Police Scotland, Scottish Fire and Rescue Service and local businesses to enhance learning and teaching as well as make learning real for our young people.

Work experience placements

Several pupils have been able to make links to work placements through the Inclusion and Wellbeing Service this year, including areas such as childcare, administration, education and hairdressing. Work experience is an important step for senior pupils who will soon be leaving school and need a chance to experience an adult workplace, and is also helpful in allowing pupils to try areas of employment that they might not have considered before.

Links with support agencies

A variety of agencies have been involved in supporting pupils over the session. Women's Aid have run sessions with groups of pupils, as well as providing 1-1 support for several people who requested further help. Connect Services, SACRO and AXIS have also been involved with individual pupils in relation to community issues. Colleagues from Aberlour have also supported our P7 Transition group to help them with resilience and building self-esteem. Our Children's Rights Officer visits regularly for drop-in sessions with pupils, and Community Police Officers have also come to give talks and answer pupils' questions.



Therapeutic interventions

Staff and outside agencies have been able to provide a range of therapeutic interventions to support pupils on a 1-1 basis or in small groups – these have been curtailed by the Covid 19 pandemic and will resume when permitted. These interventions have included equine therapy, vaulting, dog grooming, relaxation sessions, Mindfulness and stress management classes. We have worked closely with our Speech and Language therapist to support the communication needs of our pupils. This has included in-house support and training sessions for staff. We have also been able to link with a council play therapist who has supported a few individual pupils.



How do we include the wider community?

Parents' and carers' group

Our Family Support Workers run a very popular Parents' and Carers' Group across the school week. All parents and carers are invited to take part, either on a regular basis or for the occasional visit. The group decides what activities they would like to do, then the school-based staff facilitate the resulting programme. Topics covered have included financial management, cookery skills, crafting and parenting skills development. This session we have focussed on Health and Wellbeing activities with all parents receiving a certificate for completing a relaxation course. The group also runs a very successful annual Christmas Fair to raise funds for the pupils' activities.

Open days

The Inclusion and Wellbeing Service holds regular open days where parents, carers, relatives and associated support workers can visit the school, talk to staff about their child's progress, see displays of work and even get a cup of tea and some home-made cake! Links to the home are very important in supporting our pupils, and we encourage all parents and carers to attend open days wherever possible.

Visits from local voluntary groups and agencies

A range of local groups and agencies have been linked to IWS1 across the year, including Aberlour, Spirit Aid, Skills Development Scotland, and NHS Forth Valley.

Secondary Attainment and Achievement – 2021 – 2022

Subject (Level 08)	Passes
Communication	2
Numeracy: Using Graphical Information	1
Total	3

Subject (Level 41)	Passes
Cycle Safety Checks	1
Cycling Safely	1
Personal Achievement: Eco Awareness	1
Personal Achievement: Enterprise	2
Personal Achievement: Exploring a Local Area	2
Personal Achievement: Healthy Eating	1
Personal Achievement: Hobbies and Interests	3
Personal Achievement: Looking After Animals	2
Personal Achievement: Looking After Your Home	1
Personal Achievement: Personal Health	1
Personal Achievement: Promoting Health	1
Personal Achievement: Safety and Security	1
Personal Achievement: Travel in the Community	2
Total	19

Subject (Level 42)	Passes
Digital Literacy	1
Personal Achievement: Community Activity	1
Personal Achievement: Enterprise	3
Personal Achievement: Fundraising	1
Personal Achievement: Having Your Say	2
Personal Achievement: Looking After Animals	2
Personal Achievement: Travel in the Community	1
Practical Abilities: Making Journeys	1
Self and Work: Enterprise Activity	3
Total	15

Subject (Level 43)	Passes
Scots Language: Understanding and Communicating	2
Scottish Studies: Scotland in Focus	4
Total	6

Subject (Level 71)	Passes
Communication: Creating Text	1
Communication: Interacting in the Community	2
Communication: Listening and Responding to Scottish Texts	1
Communication: Listening and Responding to Texts	1
Communication: Recognising Character in Fiction	1
Communication: Recognising Signs in the Community	1
Communication: Recognising Text	1
Creative Arts: Creating Materials for Display	9
Food for Health: Healthy Eating	2
Food Preparation: Baking	2
Food Preparation: Food Hygiene	2
Food Preparation: Making a Healthy Hot Dish	1
Food Preparation: Making a Healthy Snack	2
Food Preparation: Presenting Food	1
Food Preparation: Using a Cooker	1
Food Preparation: Using a Microwave	2
Food Preparation: Using Small Electrical Equipment in the Kitchen	2
Independent Living Skills: Going Shopping	3
Independent Living Skills: Simple First Aid	3
Independent Living Skills: Using General Household Electrical Appliances	7
Information and Communications Technology: Capturing Digital Images	4
Information and Communications Technology: Searching for Information	3
Information and Communications Technology: Working with Digital Images	2
Information and Communications Technology: Working with Multimedia Applications	3
Information and Communications Technology: Working with Software Applications	3
Keeping Safe: Adult Relationships	1
Learning in a Different Environment	2
Music: Exploring Sound and Rhythm	1
Music: Producing a Sound	1
My Body: Growing Up and Puberty	1
Number Skills: Handling Information	1
Number Skills: Handling Money	1
Number Skills: Measurement of Volume	1
Number Skills: Number Processes	2
Number Skills: Recognising Numbers	2
Number Skills: Shape	2
Number Skills: Time	2
Number Skills: Using a Calculator	1
Personal Development: Developing Positive Behaviour	1

Subject (Level 71) continued	Passes
Personal Development: Making a Journey	5
Personal Development: Managing a Difficult Personal Situation	7
Personal Development: Personal Organisation	6
Personal Development: Taking Part in Leisure Time Activities	1
Physical Education: Improving Performance	1
Physical Education: Taking Part in a Group Activity	1
Physical Education: Taking Part in an Individual Activity	3
Practical Craft Skills: Making a Craftwork Item	1
Practical Craft Skills: Working with Craft Tools	1
Practical Craft Skills: Working with Materials	1
Religious and Moral Education: Religious Festivals	1
Religious and Moral Education: World Religions	1
Science in the Environment: Energy	2
Science in the Environment: Forces	2
Science in the Environment: Living Things	2
Science in the Environment: Materials	2
Science in the Environment: Nature and the Environment	1
Science in the Environment: Simple Experiments	2
Social Subjects: People and Society	3
Social Subjects: The Natural World	1
Total	123

Subject (Level 72)	Passes
Business in Practice: Customer Care	2
Business in Practice: Taking Part in a Business Enterprise	2
Business in Practice: Using ICT in Business	2
Communications Applications	1
Contributing to a Performance	1
Developing Skills in Creative Arts	1
Employment Skills: Construction and Engineering	2
Employment Skills: General Car Care and Valeting	5
Employment Skills: Health and Beauty Treatment and Therapies	2
English and Communication: Creating Texts	2
English: Responding to Fictional Texts	1
English: Using Information Texts	1
Food, Health and Wellbeing	2
Food, Health and Wellbeing: Food for Health	2
Food, Health and Wellbeing: Food Preparation	3
Food, Health and Wellbeing: Independent Living Skills	3
ICT Applications	6
Independent Living Skills: Taking Part in Outdoor Activities	2
Internet Applications	7
Lifeskills Mathematics	4
Lifeskills Mathematics: Measurement	1
Lifeskills Mathematics: Money	5
Lifeskills Mathematics: Number and Number Processes	6
Lifeskills Mathematics: Shape, Space and Data	6
Lifeskills Mathematics: Time	8
Multimedia Applications	6
Religious and Moral Education: Investigating Morality	3
Religious and Moral Education: World Religions	2
Science in the Environment: Forces	2
Science in the Environment: Keeping Our Planet Healthy	1
Science in the Environment: Living Things	5
Science in the Environment: Managing an Environmental Area	2
Science in the Environment: Resources, Forces and Energy	2
Science: Practical Experiments	1
Self-Awareness: Building Positive Relationships	4
Self-Awareness: Personal Health and Wellbeing	2
Social Subjects: Organising and Communicating Information	1
Working with Digital Images	1
Working with Textiles	1
Total	110

Subject (Level 73)	Passes
Applications of Mathematics	2
Applications of Mathematics: Manage Money and Data	8
Applications of Mathematics: Shape, Space and Measures	6
Art and Design: Expressive Activity	2
Classical Literature	6
Classical Studies	6
Cookery Skills, Techniques and Processes	2
English	3
English: Producing Language	3
English: Understanding Language	3
Geography: Global Issues	2
Geography: Human Environments	3
Geography: Physical Environments	4
Historical Study: British	1
Historical Study: European and World	1
Historical Study: Scottish	3
History	1
Life in Classical Greece	6
Life in the Roman World	6
Literacy	6
Media: Analysing Media Content	7
Modern Studies	1
Modern Studies: Democracy in Scotland and the United Kingdom	1
Modern Studies: International Issues	1
Modern Studies: Social Issues in the United Kingdom	1
Morality and Belief	2
Numeracy	9
Organisational Skills for Cooking	3
Practical Cookery	2
Understanding and Using Ingredients	3
Working with Materials	1
Working with Tools	1
Total	106

Subject (Level 74)	Passes
Applications of Mathematics	2
Applications of Mathematics: Geometry and Measures	4
Applications of Mathematics: Managing Finance and Statistics	4
Applications of Mathematics: Test	4
English	5
English Assignment	5
English: Analysis and Evaluation	5
English: Creation and Production	5
Historical Study: British	2
Historical Study: European and World	2
Historical Study: Scottish	2
History	2
History Assignment	2
Literacy	6
Mathematics	1
Mathematics: Expressions and Formulae	1
Mathematics: Relationships	2
Mathematics: Test	2
Morality and Belief	1
Numeracy	8
People and Society: Comparing and Contrasting	2
People and Society: Investigating Skills	2
People and Society: Making Decisions	3
Religious and Philosophical Questions	1
Religious, Moral and Philosophical Studies	1
RMPS Assignment	1
World Religion	1
Total	76

Subject (Level 75)	Passes
Applications of Mathematics	2
Applications of Mathematics: Geometry and Measures	1
Applications of Mathematics: Managing Finance and Statistics	1
Numeracy	2
Total	6

Appendix 1 – Quality Indicator 1.3

1.3 Leadership Of Change		Average	Return Number																															
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1	All staff have consistently high expectations of all learners.		3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4
2	Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school.		3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4
3	All staff have a very clear understanding of the social, economic and cultural context of the local community of current educational policy. They use this knowledge well to shape the vision for the school.		3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4
4	The vision of the school is ambitious and focuses on improvements in outcomes for all.		3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4
5	Learners are supported to understand the vision aims and values through the four contexts for learning.		3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	
6	Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions.		3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	
7	All teaching staff regularly reflect on, and show commitment to, the shared values as embedded in the GTCS standards.		3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	
8	All staff are committed to change which results in improvements for learners.		3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	
9	All staff are clear on the schools strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements.		3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	
10	Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities (e.g. use of a range of improvement methodologies).		3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	
11	All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning.		3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	
12	Senior leaders create conditions to support creativity, innovation and enquiry.		3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	
13	Opportunities for learners and staff to regularly engage in critical and creative thinking are embedded.		3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	
14	Practitioner enquiry forms a regular feature of approaches to continuous improvement.		3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	
15	Practitioners have systematic opportunities to review and refresh their pedagogical practice.		3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	
Overall Rating		4	3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	

Appendix 2 – Quality Indicator 2.3

2.3 LTA		Average	Return Number																			
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.																					
2	Learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work.																					
3	Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning.																					
4	Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.																					
5	Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve.																					
6	Staff access and apply relevant findings from educational research to improve learning and teaching.																					
7	Planning is proportionate and manageable and clearly identifies what is to be learned and assessed.																					
8	Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.																					
9	A quality body of evidence is used to support assessment judgements and decisions about next steps.																					
10	Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching.																					
11	Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.																					
12	All teachers have well-developed skills of data analysis which are focused on improvement.																					
Overall Rating		4	4	4	5	3	4	3	4	3	3	3	3	5	4	4	4	4	4	4	4	4

Appendix 3 – Quality Indicator 3.1

3.1 Wellbeing	Average	Return Number																						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
1 The whole learning community has a shared understanding of wellbeing and the children's rights.																								
2 All stakeholders promote a climate where children and young people feel safe and secure																								
3 All staff and partners model behaviour which promotes and supports the wellbeing of all.																								
4 Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life.																								
5 All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.																								
6 All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.																								
7 Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.																								
8 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.																								
9 The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.																								
10 Children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it.																								
11 Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing																								
Overall Rating	4	3	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	5	3	3	4	4	3	4

Feedback of Standards & Quality Report

We are very keen to receive your comments and feedback to help us to improve our report for next year. If you could take a few minutes to complete the questions below, we would be most grateful.

- Did the report have information that was useful to you about the Inclusion and Wellbeing Service?
- Was the report written in a way that was easy to understand?
- Was there enough detail about the various teams that make up the service?
- Please give us comments on anything that you feel would be useful for us to consider when we design next year's report.