

United in Purpose

to enhance:
our lives
our community
our world



Larbert Cluster Schools

Effective Contributors • Successful Learners • Responsible Citizens • Confident Individuals

@LarbertHigh



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@LarbertHS

**Looking Outwards
Transitions, ASN and Nurture**



Larbert High School Transitions, ASN and Nurture



Learning Intentions

Participants will be guided through LHS systems of Pupil Support (ASN) which were integral to the Inspection of our Faculty, some of which may be useful within the context of your own schools.

Success Criteria

- Participants will leave with an increased/deeper understanding of:
- Importance of whole school structures and systems
 - Inspection preparation and format
 - Logical and sequential approaches to Pupil Support (ASN)
 - Primary Transition and Cluster Work
 - Identification of Additional Support Needs
 - Whole school nurture



Inspection....

The school's vision of "United in Purpose" has been developed and agreed in collaboration with Larbert cluster schools.

Children and young people's learning benefits from highly effective cluster and transition arrangements. These enable learners in several curricular areas, notably in PE and Music, to engage in very well-planned, coherent learning at all levels. This learning takes place in both primary and secondary environments.

Collaborative approaches to developing and implementing a shared vision across the school and cluster.



Summarised Inspection Findings

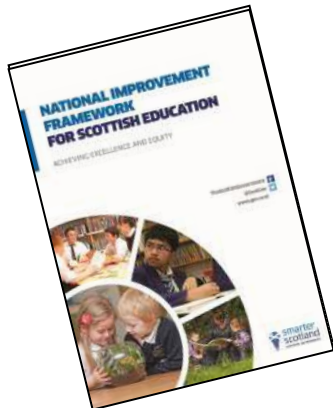
Larbert High School

Falkirk Council

SEED No: 5747031

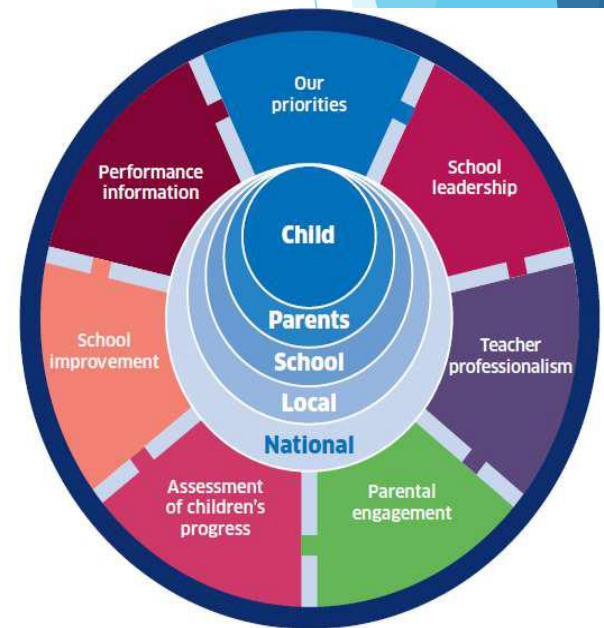
21 March 2017

Transforming lives through learning



National Improvement Framework Key Priorities

- ▶ Everyone in Scottish education should be working towards:
 - Improvement in attainment, particularly in literacy and numeracy
 - Closing the attainment gap between the most and least disadvantaged children
 - Improvement in children and young people's health and wellbeing: and
 - Improvement in employability skills and sustained, positive school leaver destinations for all young people



Education Scotland's focus on Closing the Equity Gap



National Improvement Framework Support Team

| Existing Staff | S1 | S2 | S3 | S4 | S5 | S6 |
|---|--|--|--|--------------------------------------|-------------------------------------|-------------------------------------|
| Year Head 5 x Depute HTs | Mr Auld | Mrs Hurren | Mrs Wilson | Mr Doherty | Mr Meikle | Mr Auld |
| Year Team | Mrs Hill Mrs Ferguson PT (Pupil Support) | Mrs McIlwraith PT (Pupil Support) | Mr Smith PT (Pupil Support) | Mr Shields PT (Pupil Support) | Miss Farrell PT (Pupil Support) | Mrs Greenlay PT (Pupil Support) |
| | Miss Hunter (NIF Support Team) | Miss Welch (NIF Support Team) | Mr Greer (NIF Support Team) | Miss Sanderson (NIF Support Team) | Miss Taylor (NIF Support Team) | Mr Johnston (NIF Support Team) |
| Pupil Support Focus on ASN1 pupils. PT (Pupil Support: ASN) will be Named Person for all ASN1 pupils. PT (Pupil Support) will be Named Person for all other pupils on caseload, including ASN2 and 3. | Mrs Duff (Pupil Support: ASN1) | Mr Parnham (Pupil Support: ASN1) Mr McDonald (NIF Support Team) | Miss Crawford (Pupil Support: ASN1) | Mr Gibb (Pupil Support: ASN1) | Mr Hillock (Pupil Support: ASN1) | Miss Horne (Pupil Support: ASN1) |
| | Fixed | ← 1 x Principal Teacher (Pupil Support: ASN) → Mrs Disbury | | | | |
| | ← 2 x Principal Teacher (Targeted Support) → Mr Parnham Mr Rushton | | | | | |
| | ← 1 x Principal Teacher (Performance Information) → Mrs Chatburn | | | | | |

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

Themes:

- Wellbeing
- Fulfillment of statutory duties
- Inclusion and equality

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

Features of highly-effective practice: Challenge questions:

- ✓ The whole learning community has a shared understanding of wellbeing and the children's rights.
 - ✓ All stakeholders promote a climate where children and young people feel safe and secure
 - ✓ All staff and partners model behaviour which promotes and supports the wellbeing of all.
 - ✓ All staff and partners are sensitive and responsive to
- ✓ How well do all staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child?
 - ✓ How well do all staff understand their role and responsibility in supporting learners' health and wellbeing?
 - ✓ How well do we know and take account of local and national documents and guidance?

Level 5

- Wellbeing
As far as possible, all learners should feel safe, secure, and supported, and have a positive experience of learning and achievement.
- Fulfillment of statutory duties
Wellbeing indicators should be embedded in all aspects of the curriculum and learning, and all staff and partners should have a clear understanding of their role and responsibility in supporting learners' health and wellbeing.
- Inclusion and equality
Wellbeing indicators should be embedded in all aspects of the curriculum and learning, and all staff and partners should have a clear understanding of their role and responsibility in supporting learners' health and wellbeing.

There is **outstanding** practice in the way the school monitors attendance, late-coming, exclusions and the progress of young people facing challenges such as looked after children and those from deprived areas.

attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.

relationships across the whole learning community?



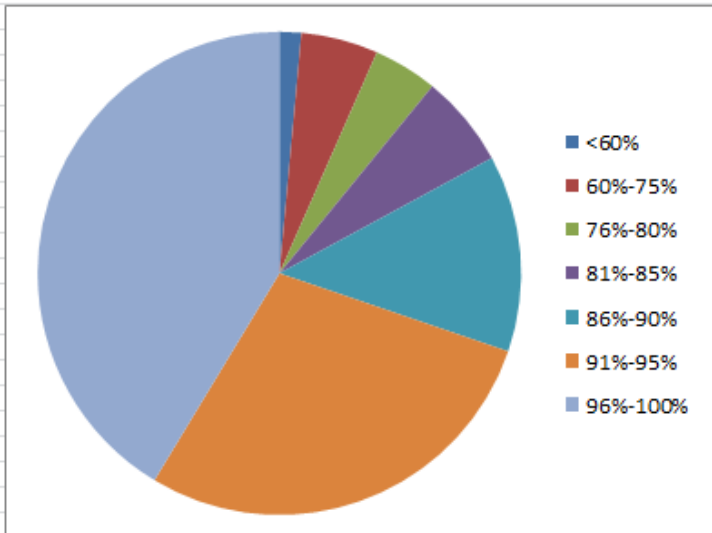


April

Attendance

| | | August | | | September | | | October | | | November | | | December | | | January | | | February | | | March | | | April | | | May | | | June | | |
|----|------------|--------|-------|-------|-----------|-------|-------|---------|-------|-------|----------|-------|-------|----------|-------|-------|---------|-------|-------|----------|-------|-------|-------|-------|-------|-------|-------|-------|-----|-----|-----|------|--|--|
| | | % M | % F | % T | % M | % F | % T | % M | % F | % T | % M | % F | % T | % M | % F | % T | % M | % F | % T | % M | % F | % T | % M | % F | % T | % M | % F | % T | % M | % F | % T | | | |
| S1 | 2016-17 | 98.50 | 98.02 | 98.26 | 95.01 | 95.76 | 95.39 | 95.27 | 95.13 | 95.20 | 95.52 | 94.51 | 95.02 | 91.62 | 92.00 | 91.81 | 95.13 | 92.49 | 93.81 | 92.48 | 92.49 | 92.49 | 92.30 | 92.21 | 92.26 | 92.53 | 92.84 | 92.69 | | | | | | |
| | S1 2015-16 | 97.84 | 98.66 | 98.25 | 98.31 | 96.85 | 97.58 | 96.67 | 96.41 | 96.54 | 95.68 | 96.29 | 95.99 | 94.37 | 94.58 | 94.48 | 94.60 | 94.19 | 94.40 | 94.96 | 94.99 | 94.98 | 93.29 | 94.05 | 93.67 | 93.81 | 94.63 | 94.22 | | | | | | |
| S2 | 2016-17 | 95.81 | 95.96 | 95.89 | 92.51 | 91.82 | 92.17 | 93.33 | 92.53 | 92.93 | 93.49 | 94.15 | 93.82 | 85.52 | 88.73 | 87.13 | 92.44 | 92.34 | 92.39 | 90.78 | 91.28 | 91.03 | 91.87 | 91.76 | 91.82 | 93.01 | 93.54 | 93.28 | | | | | | |
| | S2 2015-16 | 97.84 | 98.66 | 98.25 | 98.31 | 96.85 | 97.58 | 96.67 | 96.41 | 96.54 | 95.68 | 96.29 | 95.99 | 94.37 | 94.58 | 94.48 | 94.60 | 94.19 | 94.40 | 94.96 | 94.99 | 94.98 | 93.29 | 93.29 | 93.29 | 93.81 | 94.63 | 94.22 | | | | | | |
| S3 | 2016-17 | 96.80 | 97.93 | 97.37 | 92.73 | 93.90 | 93.32 | 92.65 | 92.01 | 92.33 | 93.29 | 93.71 | 93.50 | 85.44 | 88.00 | 86.72 | 90.63 | 92.67 | 91.65 | 91.63 | 92.51 | 92.07 | 89.31 | 91.55 | 90.43 | 92.50 | 88.05 | 90.28 | | | | | | |
| | S3 2015-16 | 98.31 | 98.46 | 98.39 | 94.29 | 94.42 | 94.36 | 95.01 | 94.84 | 94.93 | 94.67 | 94.40 | 94.54 | 90.43 | 90.46 | 90.45 | 93.67 | 94.66 | 94.17 | 93.42 | 93.05 | 93.24 | 91.11 | 92.86 | 91.99 | 93.22 | 93.73 | 93.48 | | | | | | |
| S4 | 2016-17 | 95.02 | 96.22 | 95.82 | 93.03 | 91.00 | 92.02 | 93.34 | 89.60 | 91.47 | 94.07 | 91.68 | 92.88 | 88.72 | 87.19 | 87.96 | 92.65 | 89.85 | 91.25 | 89.82 | 85.78 | 87.80 | 90.68 | 87.14 | 88.91 | 90.55 | 86.13 | 88.34 | | | | | | |
| | S4 2015-16 | 98.07 | 97.20 | 97.64 | 95.47 | 92.70 | 94.09 | 94.96 | 92.18 | 93.57 | 93.98 | 91.12 | 92.55 | 90.34 | 89.62 | 89.98 | 92.03 | 91.94 | 91.99 | 93.88 | 92.05 | 92.97 | 91.52 | 90.57 | 91.05 | 89.99 | 88.69 | 89.34 | | | | | | |
| S5 | 2016-17 | 89.08 | 93.20 | 91.14 | 86.60 | 90.46 | 88.53 | 88.43 | 91.35 | 89.89 | 91.63 | 94.26 | 92.95 | 84.38 | 87.26 | 85.82 | 92.54 | 92.21 | 92.38 | 90.40 | 91.25 | 90.83 | 90.18 | 93.08 | 91.63 | 90.25 | 92.37 | 91.31 | | | | | | |
| | S5 2015-16 | 96.92 | 97.99 | 97.46 | 92.36 | 93.13 | 92.75 | 91.21 | 91.03 | 91.12 | 91.51 | 92.05 | 91.78 | 91.51 | 89.67 | 90.59 | 89.97 | 89.28 | 89.63 | 91.53 | 90.39 | 90.96 | 91.07 | 90.48 | 90.78 | 84.87 | 84.93 | 84.90 | | | | | | |
| S6 | 2016-17 | 95.88 | 93.98 | 94.93 | 92.74 | 92.52 | 92.63 | 91.13 | 90.83 | 90.98 | 92.13 | 92.58 | 92.36 | 85.06 | 86.11 | 85.59 | 89.18 | 90.51 | 89.85 | 88.50 | 91.09 | 89.80 | 86.64 | 92.03 | 89.34 | 83.98 | 93.08 | 88.53 | | | | | | |
| | S6 2015-16 | 97.71 | 97.53 | 97.62 | 93.63 | 93.56 | 93.60 | 93.22 | 93.19 | 93.21 | 93.46 | 92.98 | 93.22 | 90.29 | 89.14 | 89.72 | 91.78 | 92.33 | 92.06 | 90.68 | 91.92 | 91.30 | 89.70 | 91.45 | 90.58 | 88.67 | 90.54 | 89.61 | | | | | | |
| S6 | S6 2015-16 | 96.53 | 97.31 | 96.92 | 94.67 | 90.66 | 92.67 | 93.41 | 93.13 | 93.27 | 92.46 | 91.71 | 92.09 | 89.85 | 88.46 | 89.16 | 89.48 | 88.78 | 89.13 | 88.02 | 89.04 | 88.53 | 85.18 | 88.81 | 87.00 | 83.14 | 83.27 | 83.21 | | | | | | |

Note: green indicates that the percentage attendance is equal to or above the attendance figures for last session and red indicates that the percentage attendance is below the attendance figures for last session.



| 96%-100% | | 91%-95% | | 86%-90% | | 81%-85% | | 76%-80% | | 60%-75% | | <60% | | |
|--------------|-----|---------|--------------|---------|-------|--------------|-----|---------|--------------|---------|------|--------------|----|------|
| No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | |
| Total | 569 | 41.35 | Total | 391 | 28.42 | Total | 181 | 13.15 | Total | 85 | 6.18 | Total | 59 | 4.29 |
| S1 | 142 | 50.90 | S1 | 70 | 25.09 | S1 | 29 | 10.39 | S1 | 16 | 5.73 | S1 | 8 | 2.87 |
| S2 | 133 | 41.43 | S2 | 86 | 26.79 | S2 | 44 | 13.71 | S2 | 21 | 6.54 | S2 | 18 | 5.61 |
| S3 | 108 | 40.45 | S3 | 76 | 28.46 | S3 | 35 | 13.11 | S3 | 15 | 5.62 | S3 | 14 | 5.24 |
| S4 | 100 | 36.63 | S4 | 77 | 28.21 | S4 | 38 | 13.92 | S4 | 16 | 5.86 | S4 | 13 | 4.76 |
| S5 | 86 | 36.44 | S5 | 82 | 34.75 | S5 | 35 | 14.83 | S5 | 17 | 7.20 | S5 | 8 | 3.39 |
| S6 | 0 | ### | S6 | 0 | ### | S6 | 0 | ### | S6 | 0 | ### | S6 | 0 | ### |

Note: the percentage figures show the percentage of each year group which falls into that particular category.

A = Average
R = Range

| Year | LAAH | | LAAFH | | SIMD 1-3 | | Young Carers | | ASN | |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|-------------|--|
| | % | % | % | % | % | % | % | % | % | |
| A | 0.9222 | | 0.7487 | | 0.829 | | 0.82 | | 0.8961 | |
| R | 48-98% | | 62-87% | | 49-100% | | 40-100% | | 40-100% | |
| | <75% | | <75% | | <75% | | <75% | | <75% | |
| Year | Name | Year | Name | Year | Name | Year | Name | Year | Name | |
| S3 | | | | | | | | | | |
| ### | ### | ### | ### | ### | ### | ### | ### | ### | ### | |



Latecoming

| | | August | | | September | | | October | | | November | | | December | | | January | | | February | | | March | | | April | | | | | | |
|----|------------|--------|----|-----|-----------|-----|-----|---------|----|-----|----------|----|-----|----------|----|-----|---------|----|-----|----------|----|-----|-------|----|-----|-------|----|-----|---|---|---|---|
| | | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M |
| S1 | 2016-17 | 15 | 7 | 22 | 128 | 68 | 196 | 62 | 50 | 112 | 114 | 55 | 169 | 70 | 38 | 108 | 83 | 32 | 115 | 77 | 49 | 126 | 89 | 62 | 151 | 43 | 10 | 53 | | | | |
| | S1 2015-16 | 19 | 11 | 30 | 84 | 28 | 112 | 65 | 20 | 85 | 91 | 32 | 123 | 72 | 20 | 92 | 56 | 21 | 77 | 64 | 14 | 78 | 93 | 24 | 117 | 44 | 13 | 57 | | | | |
| S2 | 2016-17 | 32 | 6 | 38 | 126 | 68 | 194 | 114 | 35 | 149 | 128 | 46 | 174 | 73 | 36 | 109 | 110 | 46 | 156 | 108 | 34 | 142 | 127 | 49 | 176 | 71 | 15 | 86 | | | | |
| | S1 2015-16 | 19 | 11 | 30 | 84 | 28 | 112 | 65 | 20 | 85 | 91 | 32 | 123 | 72 | 20 | 92 | 56 | 21 | 77 | 64 | 14 | 78 | 93 | 24 | 117 | 44 | 13 | 57 | | | | |
| S3 | S2 2015-16 | 27 | 14 | 41 | 68 | 34 | 102 | 46 | 15 | 61 | 66 | 41 | 107 | 83 | 25 | 108 | 66 | 47 | 113 | 49 | 32 | 81 | 78 | 43 | 121 | 28 | 14 | 42 | | | | |
| | 2016-17 | 19 | 9 | 28 | 79 | 29 | 108 | 130 | 51 | 181 | 153 | 52 | 205 | 71 | 31 | 102 | 105 | 40 | 145 | 96 | 50 | 148 | 110 | 66 | 176 | 110 | 28 | 138 | | | | |
| S4 | S2 2015-16 | 27 | 14 | 41 | 68 | 34 | 102 | 46 | 15 | 61 | 66 | 41 | 107 | 83 | 25 | 108 | 66 | 47 | 113 | 49 | 32 | 81 | 78 | 43 | 121 | 78 | 14 | 92 | | | | |
| | S3 2015-16 | 13 | 3 | 16 | 94 | 38 | 132 | 60 | 29 | 89 | 99 | 50 | 149 | 53 | 25 | 78 | 78 | 38 | 116 | 92 | 27 | 119 | 142 | 41 | 183 | 142 | 27 | 169 | | | | |
| | S4 2015-16 | 92 | 41 | 133 | 222 | 109 | 331 | 168 | 61 | 229 | 251 | 86 | 337 | 178 | 62 | 240 | 192 | 53 | 245 | 181 | 65 | 246 | 216 | 58 | 274 | 216 | 24 | 240 | | | | |
| S5 | 2016-17 | 60 | 7 | 67 | 180 | 48 | 228 | 158 | 45 | 203 | 169 | 59 | 228 | 129 | 22 | 151 | 135 | 42 | 177 | 112 | 30 | 142 | 141 | 44 | 185 | 141 | 17 | 158 | | | | |
| | S4 2015-16 | 92 | 41 | 133 | 222 | 109 | 331 | 168 | 61 | 229 | 251 | 86 | 337 | 178 | 62 | 240 | 192 | 53 | 245 | 181 | 65 | 246 | 216 | 58 | 274 | 92 | 24 | 116 | | | | |
| | S5 2015-16 | 42 | 15 | 57 | 122 | 46 | 168 | 81 | 43 | 124 | 148 | 57 | 205 | 83 | 52 | 135 | 91 | 37 | 128 | 92 | 49 | 141 | 115 | 44 | 159 | 50 | 30 | 80 | | | | |
| S6 | 2016-17 | 14 | 6 | 20 | 75 | 34 | 109 | 66 | 19 | 85 | 88 | 40 | 128 | 52 | 32 | 84 | 75 | 17 | 92 | 62 | 31 | 93 | 92 | 39 | 131 | 37 | 12 | 49 | | | | |
| | S5 2015-16 | 42 | 15 | 57 | 122 | 46 | 168 | 81 | 43 | 124 | 148 | 57 | 205 | 83 | 52 | 135 | 91 | 37 | 128 | 92 | 49 | 141 | 115 | 44 | 159 | 50 | 30 | 80 | | | | |
| | S6 2015-16 | 42 | 9 | 51 | 111 | 45 | 156 | 88 | 50 | 138 | 105 | 43 | 148 | 66 | 31 | 97 | 68 | 26 | 94 | 74 | 31 | 105 | 77 | 36 | 113 | 39 | 18 | 57 | | | | |

Larbert High School Senior Leadership Team Attendance, Exclusion and Behaviour Analysis 2016-17

Exclusion

| | | August | | | September | | | October | | | November | | | December | | | January | | | February | | | March | | | April | | | | | | | | |
|--------------|------------|--------|---|---|-----------|---|---|---------|---|---|----------|---|---|----------|---|---|---------|---|---|----------|---|---|-------|---|---|-------|---|---|---|---|---|---|--|--|
| | | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | | |
| S1 | 2016-17 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | | | |
| | S1 2015-16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| S2 | 2016-17 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | | | |
| | S1 2015-16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| S3 | S2 2015-16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | | | |
| | S3 2015-16 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | | | |
| S4 | 2016-17 | 1 | 0 | 1 | 3 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 1 | 1 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | S3 2015-16 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | | | | | | |
| | S4 2015-16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 2 | 0 | 2 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | |
| S5 | 2016-17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | S4 2015-16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 2 | 0 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | |
| | S5 2015-16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | |
| S6 | 2016-17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | S5 2015-16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | |
| | S6 2015-16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | |
| Total | | 1 | 0 | 1 | 5 | 1 | 6 | 3 | 1 | 4 | 4 | 0 | 4 | 1 | 1 | 2 | 1 | 0 | 1 | 6 | 1 | 7 | 5 | 0 | 5 | 0 | 2 | 2 | | | | | | |

Faculty of Pupil Support (ASN)
5 teachers and 13 Support for Learning Assistants



Mrs Elaine Disbury
Principal Teacher of Faculty
ASL Co-ordinator



Miss Arlene Crawford
PSC/Lily Pad Manager
PS Teacher (S3 ASN 1)

Inspection Preparation and Meeting



Inspection Preparation

- ✓ Embrace teamworking and shared vision across the whole Faculty
- ✓ Recognise the different roles and respective needs of Teachers and SfLAs
- ✓ Ensure all Faculty staff are aware of and have access to relevant professional reading – HGIOS 4 (QI 3.1), NIF, GIRFEC, Principles of Nurture, Developing the Young Workforce, Education (ASL) (Scotland) Act 2009, SIP, FIP, Insight Analysis, SQR, Faculty QA
- ✓ Review of CWP (Co-operative Working Plans)
- ✓ Review accuracy of Pupil Support (ASN) timetable with regards to staff, rooming, identified pupils
- ✓ Housekeeping of Childs' Plans; all staff aware of individual targets
- ✓ Ensure that all OTB Pupil Support Information (PSI), OTB record keeping and pastoral notes are current and updated
- ✓ All Faculty staff to be aware of pupils and their ASNs, pertaining to their timetables

Link to QIs, pull together what you have and then be able to discuss any part of the evidence.



Thinking



Digital Learning



Enterprise



Leadership



Literacy



MESP



Numeracy



Inspection Preparation and Meeting



Inspection Preparation - filling the folders . . .

- ✓ **Primary Transition** in its entirety, the system; data capture templates; PSRG; 7 Up; quality assurance; evidence of evaluation and impact.
- ✓ **Identification of ASNs** with evidence of it transferring into whole school timetabling structure
- ✓ **Support timetable and rationale for identified pupils**
- ✓ **Co-operative Working Plans** evidencing discussion and agreement between subject and support staff
- ✓ **PSC (Pupil Support Classroom)** working documents and evidence of impact
- ✓ **Lily Pad Nurture facilities** working documents and evidence of pupil/parent voice
- ✓ **Alternative to Exclusion** policy, procedures and measure of impact
- ✓ **SQA and AA** with feedback from service users
- ✓ **FIP, SQR, Insight, Faculty Activity and Highlights**

Link to QIs, pull together what you have and then be able to discuss any part of the evidence.



Thinking



Digital Learning



Enterprise



Leadership



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Larbert High School Transitions, ASN and Nurture



Learning Intentions

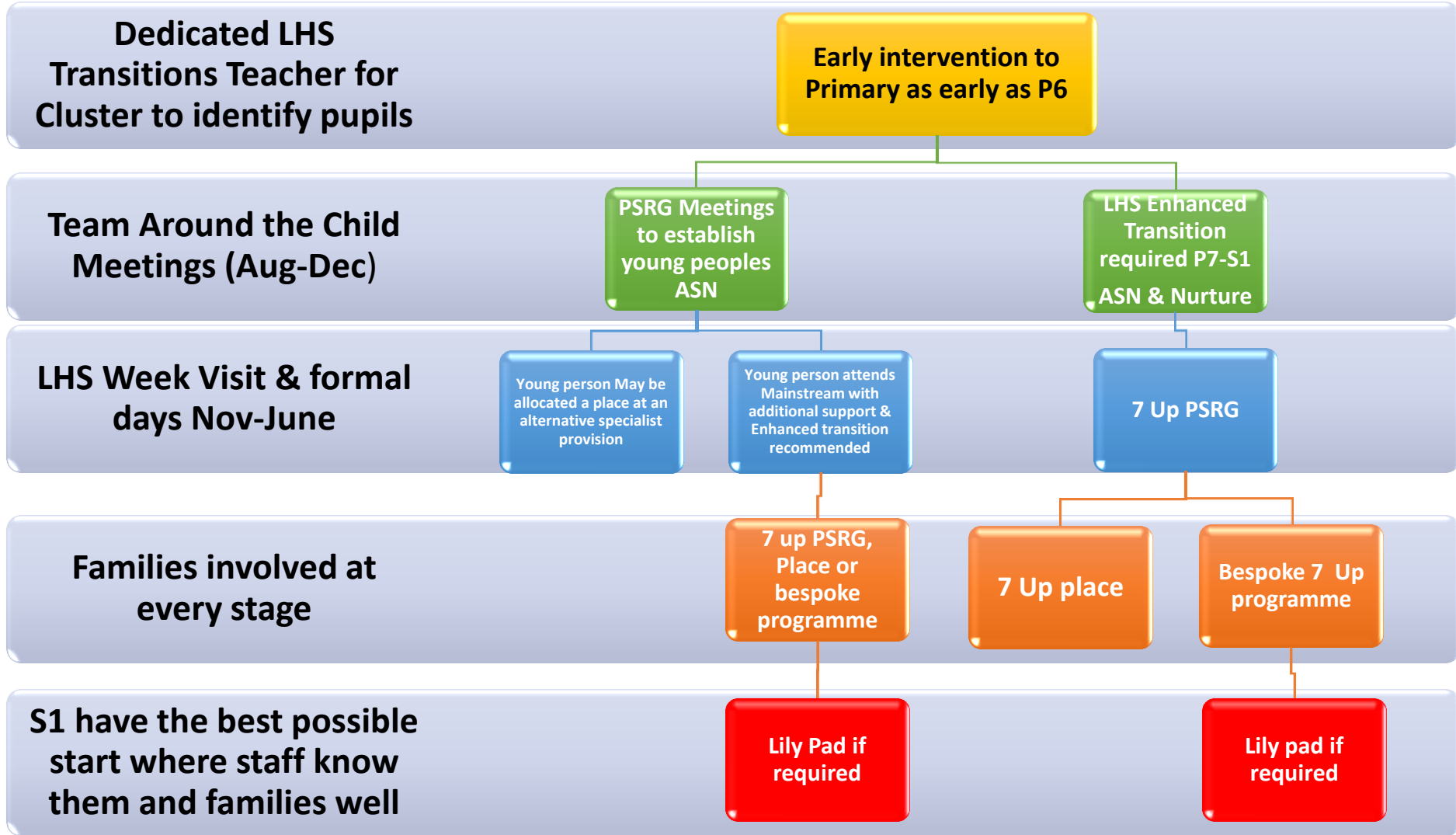
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- Participants will leave with an increased/deeper understanding of:
- Importance of whole school structures and systems
 - Inspection preparation and format
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 - Primary Transition and Cluster Work
 - Identification of Additional Support Needs
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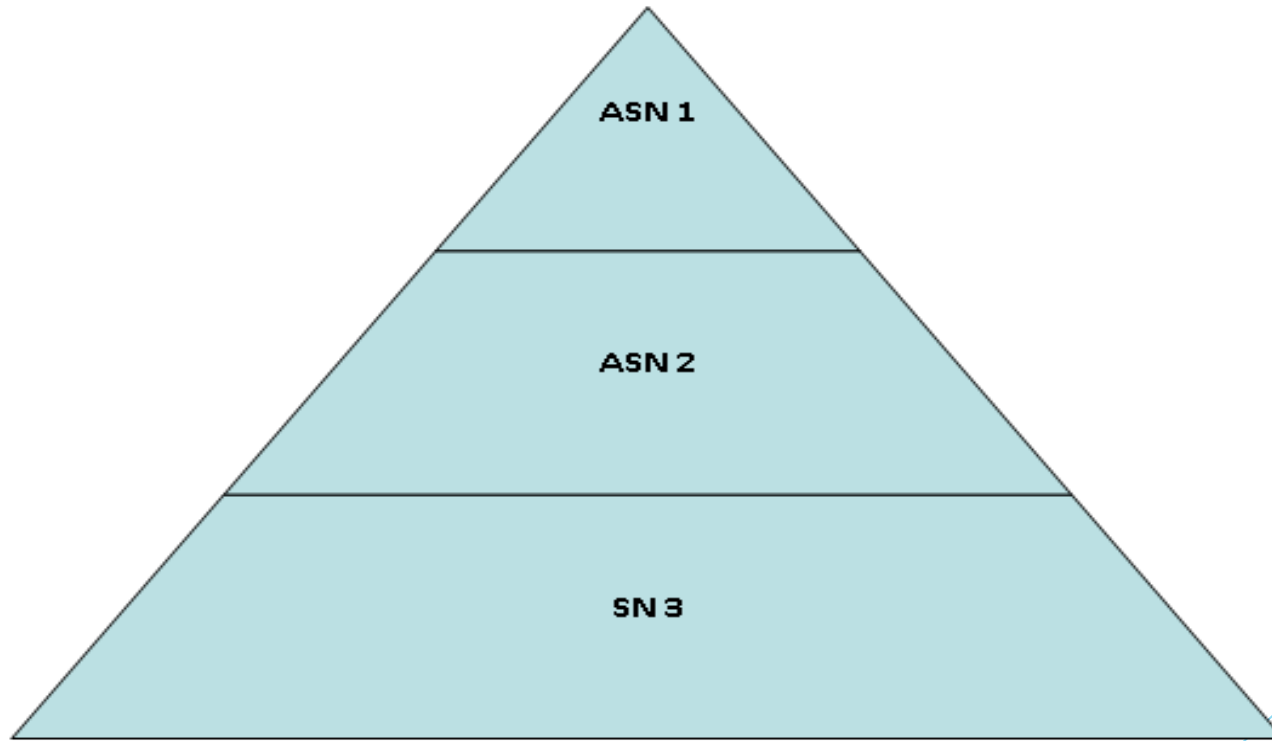


Primary Transition Processes in Larbert High School Cluster



Our model of ASNs is based on a 3-tier hierarchical system

- **ASN 1** (*Highest level of ASNs; highest level of in-class support*)
- **ASN 2** (*ASNs of a lower level; pupils benefit from being in supported class*)
- **SN 3** (*Support needs highlighted to teachers, no additional support in class*)



Accurate identification of ASNs and meaningful timetabling of SfLAs and PS Teachers

| SfLAs | Mon | Mon | Mon | Mon | Mon | Mon | | Tues | Tues | Tues | Tues | Tues | Tues |
|----------------|------------------------|------------------------|------------------------|-----------------------|--------------------|-----------------------|--|-------------------------|---------------------|-----------------------|---------------------|---------------------|-----------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | | 1 | 2 | 3 | 4 | 5 | 6 |
| Jade Anderson | Ma 1Y5 FO'D C120 | Ma 1Y5 FO'D C120 | Ma 1X9 CB C124 | SC 1X9 CM C208 | En 2.14 SK C225 | Hosp S3 LW C113 | | PWW S2 FU C013 | PWW S2 FU C013 | MS S4 TT C018 | NC | Tech 1Y4 VT C021 | Tech 2.14 VT C021 |
| John Barclay | Ethan Lifeskills | Ethan Lifeskills | Ethan Lifeskills | Ethan Lifeskills | NC | PSC C123 | | HNC Prep | HNC Prep | HNC Prep | HNC Prep | Tech 1X9 FU C013 | Police Studies FVC |
| Maria Dickson | Tech 1X9 FU C023 | NC | Ma 1.2 CO'D D103 | En 1.4 KA D207 | En S2 RM A202 | Fam Learn Lily Pad | | SofM 1.3 KC D210 | SofM 1.3 KC D210 | Ma S2 AC D105 | Hosp S4 JW C114 | Hosp S4 JW C114 | FCT S2 C114 LW |
| Gayle Divers | OTB | OTB | Tech 1X7 FU C013 | Tech 1Y3 JW C015 | NC | En 1.11 JM RM A202 | | OTB | Ma 1Y5 FO'D C120 | Sc 1Y7 JM AD C203 | En 1.4 KA D207 | En 1.4 KA D207 | Tech 2.14 VT C021 |
| Sarah Donoghue | Hist S2 KC D106 | Hist S2 KC D106 | Geog S3 JM D007 | Hum 2.14 RB D108 | En S2 JB A204 | Tech 1X3 MT C017 | | STEM Acad 1Y3 RMC021 | SC 1X3 NM C218 | En S5 (EP) MN D208 | Hum 1.11 WQ D007 | SQA | PSC C123 |
| nsey Forsyth | Sp S2 JS A113 | Sp S2 JS A113 | Hist S3 GF D109 | Ger S2 SP A107 | Bio S3 MM C224 | Sci 2.14 AC C206 | | En 1.10 SC D206 | En 1.5 C225 SK | Ma S2 CC D101 | Crafts | ML 1.12 | RA A112 |
| Carol Hanson | En 1.2 LK D104 | En 1.2 LK D104 | En 1.10 SC D206 | En S3 JC A203 | PWW S4 FU C110 | MS S3 GM D008 | | Hosp S4 DLW C116 | Hosp S4 DLW C116 | Sc 1Y4 AA C212 | Hum 2.14 RB D108 | Hum 2.14 RB D108 | Hosp S2 DLW C116 |
| Erine McGeough | Ma 1Y5 JM FO'D C120 | Ma 1Y5 JM FO'D C120 | Tech 1X7 JM FU C013 | Ma S3 CB C124 | Ma S2 ST C121 | Ma S4 FO'D C120 | | En 1.6 KA D207 | En 1.6 KA D207 | Ma 2.14 C'OD D103 | Ma S4 FO'D C120 | Ma S4 FO'D C120 | ML 1.11 SM A114 |
| Teachers | Mon | Mon | Mon | Mon | Mon | Mon | | Tues | Tues | Tues | Tues | Tues | Tues |
| | 1 | 2 | 3 | 4 | 5 | 6 | | 1 | 2 | 3 | 4 | 5 | 6 |
| J Bloggs | En S4 FW A209 | En S4 FW A209 | PSC C123 | ML 1.11 JM SM A114 | En 1.12 GB A205 | NC | | Sp S3 MC A103 | Sp S3 MC A103 | NC | NC | MESP JM MM D007 | NC |
| J Hillock | PSC C123 | PSC C123 | NC | PSC C123 | PSC C123 | Ma Ethan CB C124 | | PSC C123 | PSC C123 | PSC C123 | Ma Ethan CB C124 | Ma Ethan CB C124 | NC |
| J Horne | Ma S1 STEM RM C024 | Ma S1 STEM RM C024 | Ma 1.6 CB C124 | NC | SQA | | | NC | Primary | Primary | Primary | Primary | Primary |
| MA Duff | Primary | Primary | Primary | Primary | NC | NC | | Primary | Primary | Primary | Primary | Primary | NC |
| | Stenhouse muir | Stenhouse muir | Stenhouse muir | Stenhouse muir | | | | C/shore | C/shore | C/shore | C/shore | C/shore | |
| A Crawford | LP C129 | BeCo | LP C129 | LP C129 | NC | NC | | BeCo | LP C129 | NC | PSC C123 | PSC C123 | Family Learning |



3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

Themes:

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Level 5 illustration

Wellbeing

As a result of our families, we are in community has a individual. We know healthy, achieving valued and supported all children and young people. We have supportive, founded values and high expectations relationships in the and young person and young people

Fulfilment of statutory duties

We comply and adhere to all statutory duties to

Inclusion and equality

We ensure inclusion, engaged, well supported to do, treated with respect and challenge discrimination partnership, pregnancy, race, religion, participation and achievement. We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.

Young people with Additional Support Needs are **very well monitored and tracked across the school. There are effective approaches to inclusion that result in young people achieving real and meaningful success.**

Questions:

and understand GIRFEC, and the United Nations the Child?

and their role and learners' health and

an account of local and since?

All children feel safe, active, respected,

ing people show demonstrate positive

involve children and decisions about their future?

All staff undertake around legislation, codes of practice?

guidance is fully

with parents, partners themes?

steps we have taken have been?

improved attainment removing barriers to learning,

ified an inclusive to we know?

chool celebrate diversity?

ensure that the curriculum and promote equality and discrimination?

ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?





Faculty of Integrated Pupil Support

Insight Analysis October 2016

- N4/5 Literacy and Numeracy
- N4/5 Improving attainment for all
- N4/5 Attainment v Deprivation

**LAC
EAL
ASN**



"Every individual is capable of powerful learning and every organisation is capable of improvement" – Brian Boyd

Pupil Support

- Confirm EAL status from INSIGHT.
- Investigate options for ESOL qualification.
- Develop use of OTB for Form 4 and Form 7.
- Develop use of OTB in primaries to allow staff to record OTB profiles.
- Analyse the attainment of LAC pupils and create strategy to support these pupils with attainment.
- Identify the tariff points for individuals and create specific targets to support these pupils.
- Work with Pupil Support teachers to analyse the attainment of pupils and their next steps.

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

Themes:

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

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

Features of highly-effective practice: Challenge questions:

- ✓ The whole learning community has a shared understanding of wellbeing and the children's rights.
- ✓ All stakeholders promote a climate where children and young people feel safe and secure
- ✓ All staff and partners model behaviour which
- ✓ How well do all staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child?
- ✓ How well do all staff understand their role and responsibility in supporting learners' health and wellbeing?

Very high quality provision across the school, including very well managed universal and targeted support... There are **innovative** programmes in place to support young people that are resulting in improved outcomes.

participation and achievement. We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.

culture of inclusion, participation and positive relationships across the whole learning community?





Larbert High School Transitions, ASN and Nurture



Learning Intentions

Participants will be guided through LHS systems of Pupil Support (ASN) which were integral to the Inspection of our Faculty, some of which may be useful within the context of your own schools.

Success Criteria

- Participants will leave with an increased/deeper understanding of:
- Importance of whole school structures and systems
 - Inspection preparation and format
 - Logical and sequential approaches to Pupil Support (ASN)
 - Primary Transition and Cluster Work
 - Identification of Additional Support Needs
 - Whole school nurture



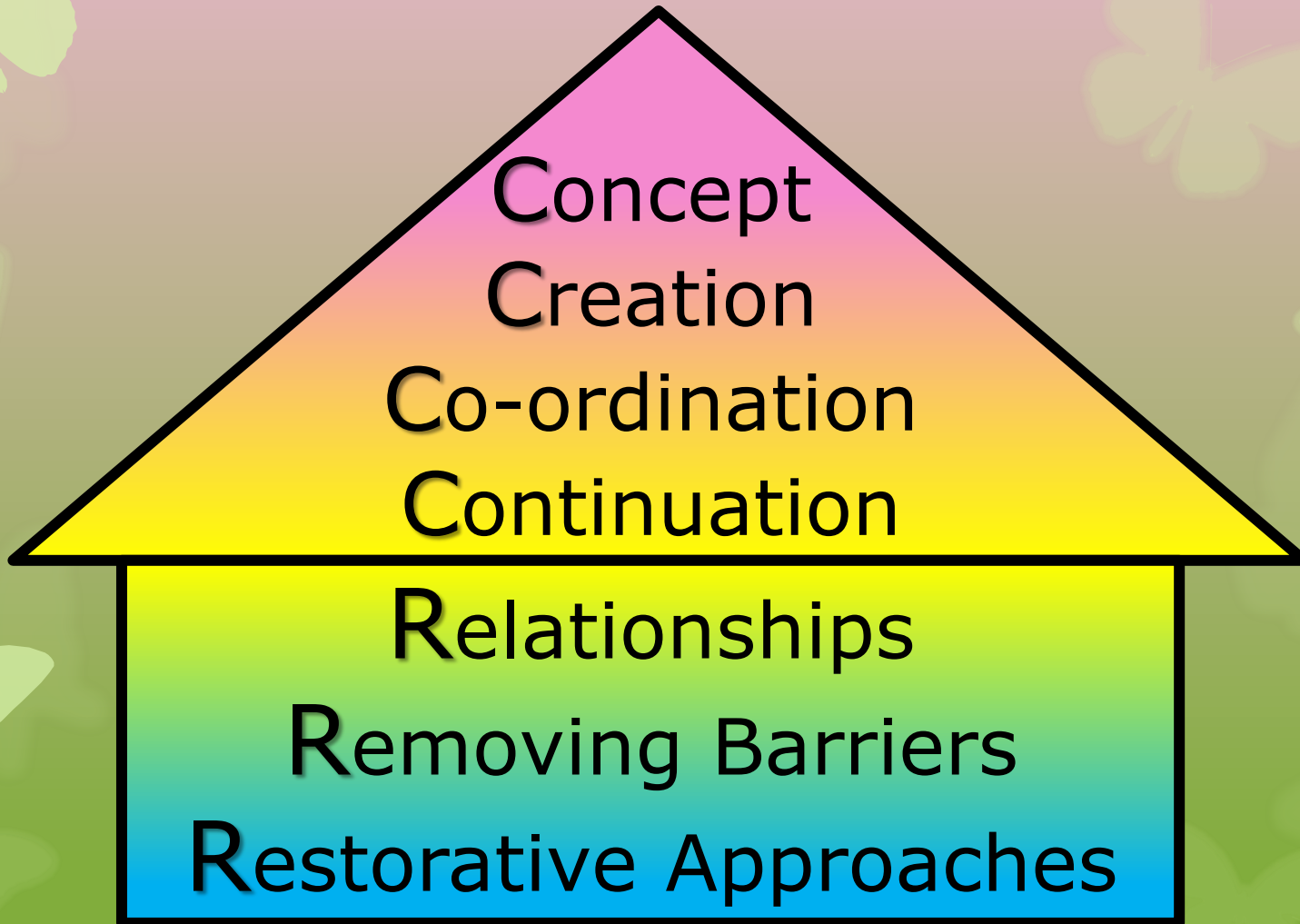
The 6 Principles of Nurture WHOLE SCHOOL APPROACH

Everyone's job to make sure I'm alright



| Nurture Principle - 'everyone's job to make sure I'm alright' | Colour code |
|---|-------------|
| NP 1 Learning is understood developmentally | Red |
| NP 2 The classroom offers a safe base | Orange |
| NP 3 Nurture is important for Wellbeing and Self-esteem | Yellow |
| NP 4 Language is a vital means of communication | Green |
| NP 5 All behaviour is communication | Blue |
| NP 6 Transitions are important in young people's lives | Purple |

The 4 Cs and 3 Rs of Nurture



Why did we need Lily Pad?

Let's take a business based approach:

| What we had | What we needed |
|---|---|
| Pupil needs Good staff Motivation Creativity | Accommodation Whole school approach Money |



A good situation
Nothing insurmountable

The story behind the room



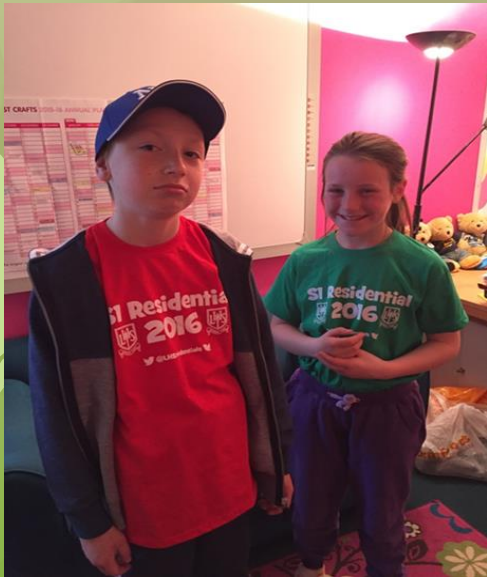


Relationships





The Lily Pad Family



- Food on the table
- Chat around the table
- Friendships at the table





**GREEN
ACTION**

16-25? Live in Falkirk?
Not in employment,
education or training?
Join now!

Positive
destinations!

Ready, steady, go!



“United in Purpose”

Nurture is a partnership
between school and
community





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