



Driving Equity and Excellence

Improvement Report

Session 2024-25

School:	Firpark Secondary
Cluster:	Braidhurst
Head Teacher:	Ian McGurk

<u>AIR Submission Date</u>	<u>Submission Focus Area</u>	<u>Progress towards improvement priorities</u>
4 th October 2024	QIs 3.1 & PEF Update	Internal only. No submission necessary.
6 th December 2024	QI 1.3 and 3.2 & PEF Update	Internal only. No submission necessary.
21 st March 2025	QI 2.3 & PEF Update	Internal only. No submission necessary.
13 th June 2025	Full submission: All QIs.	Submission required – A summary of progress towards identified priorities.
Mid-term submission should be emailed to QISSIP-SIR@northlan.gov.uk . The final report will be collected using a GLOW form and the link will be sent prior to the final submission date, in June 2024.		

Section 1: Establishment Details

Establishment Improvement Report

Context of the school:

This section should be used to give brief background information in relation to the type of establishment, location, its management structure and staffing, the school community etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; factors affecting progress (e.g., staffing changes/issues);

Firpark School is a non-denominational school situated at the upper end of the town of Motherwell, close to Civic Centre, Motherwell Football Club and New College Lanarkshire (Motherwell Campus). It is within walking distance of the main shopping precinct and has good transport links.

The school was purpose built in 1977 to accommodate pupils with additional support needs. It has good access facilities for persons with mobility needs and all the rooms are situated at ground level. The school has been installed with a security entrance system and perimeter fencing.

Within our school building there are three teaching blocks, technical, art, and home economic rooms, computer suite, P.E. Hall, swimming pool, hair and beauty room, bistro and polytunnels.

At present there are 181 children on our roll (age range from 11-18 years) who are mainly drawn from a catchment area within North Lanarkshire. The children are transported to school either by local authority buses or taxis. Some of our senior pupils travel independently to school, often on public transport.

There is input from specialist services – speech and language therapy, physiotherapy, occupational therapy, school medical officer, psychological services and hearing and visual impairment specialists.

Within Firpark much attention is focused on the local community and pupils throughout the school participate in a wide range of out of school activities. We use our two school mini-buses or NLC busses to enable our pupils to access the local and wider community. We have a supportive Parent Council.

Aspirational Vision and Values

- **To provide a happy learning environment where young people are valued and cared for.**
- **To provide a range of opportunities for pupils to develop their abilities and talents through a range of experiences and certificated courses.**
- **To support pupils to develop relevant skills for life and skills for work.**
- **To improve the pupils life chances and employment opportunities.**

Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)

The young people who attend the school have additional support needs, some of which include significant health needs which can impact on attendance at school. In recent years, we have seen an increase in the mental wellbeing issues with young people. This has impacted negatively on their attendance at school as there can be a lot of anxieties and other issues.

If there are concerns with attendance, we attempt to support the young person and families with regular phone calls. We also use a range of strategies such as social stories, short visits to the school to support transition and amendments to the pupils timetable to encourage attendance. Parents/carers are also invited to attend meetings to devise plans to encourage pupils to attend school. Where appropriate, other agencies are utilised, e.g. Social Work, CLD or Barnardo's. We have a robust attendance policy in school which we follow.

Details of consultation: Pupils/Parents/carers/staff/stakeholders

Firpark Secondary School supports children and young people to develop and learn in many ways where we offer appropriate curricular experiences in response to a wide range of additional support needs; ranging from pre-early to third level learning within a broad general education to a wide range of SQA awards ranging from Nat 1 – Higher level. Our curricular design promotes achievement for all pupils to develop a range of transferable skills, to experience problem solving in different contexts and help pupils to develop skills for learning, life and work. We ensure challenge and differentiation in organising the learning experiences of every pupil, matching activities to individual needs. The curricular framework and delivery have continued to respond in relation to pupils needs and has developed through this period of change in response to the individual needs of learners.

Throughout the school, pupils are highly motivated by, and actively involved in their learning. Teachers across the school provide quality learning experiences in a range of contexts. The use of outdoor, active and inter disciplinary learning has had a positive impact on the progress of pupils, allowing them to transfer their skills to a variety of situations. Pupils demonstrate a strong sense of identity with the school and make a major contribution to its life and community via pupil council and pupil voice groups.

Our pupils show significantly increased levels of skills for learning, life and work as they progress through the school. They are growing in their ability to recognise their strengths and next steps in their learning. Their opportunities for wider achievements are provided by carefully planned work experiences, residential experiences, involvement in charity work and extra-curricular clubs. Pupils apply their learning in a range of contexts out with school, linking learning skills in real and meaningful contexts and using their independence skills.

Across the school, parent/carer engagement is encouraged at all levels. Our Parent Council has encouraged more parents/carers to be actively involved in the life of the school which is having a positive impact on the children and young people.

The school has an open-door policy where parents/carers regularly meet with the Senior Management team and Core teachers, regular phone calls, Evisense, questionnaires on any relevant experiences, information meetings, review meetings, Transition meetings and Next Steps meetings for the Senior Phase. As transition is crucial, we ensure parents/carers are involved at the earliest possible time. There are also many informal opportunities where parents/carers can be involved in their child's school life, such as school cafe's, Fayre's and informal visits.

Section 2: What progress have you made in closing any poverty related attainment gap?

(Submission Dates: 4th October, 6th December, 21st March and 13th June 2025.)

Equity Plan

Please write a brief summary (500 words max.) of your approach to ensuring equity and the progress you have made. The following key questions could be considered:

Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty? What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process? What are your next steps?

There is no requirement to submit PEF/Equity Plans during session 2024/25; random sampling will continue throughout the academic session.

At mid-term review – please highlight any significant challenges to PEF plan and any significant underspends and discuss this with your EFM and/or a member of the SAC team.

October Update

(Consider planned intervention, impact and evidence)

PEF Posts had not been appointed this Term

December Update

(Consider planned intervention, impact and evidence)

PEF Posts had not been appointed this Term

March Update

(Consider planned intervention, impact and evidence)

Rationale - H&W (PEF)

To promote the health and wellbeing of all students diagnosed with Autism Spectrum Disorder (ASD), it is imperative to ensure that every child, particularly those in the first and second SIMD quintiles, has access to the comprehensive array of supports and resources that are available.

To foster and sustain robust collaborative relationships with external agencies, ensuring that students and their families in SIMD quintiles 1 and 2 receive optimal support. Through this partnership-oriented approach, we aim to enhance the wellbeing and development of each pupil, equipping them with the necessary tools and resources to achieve success.

In our commitment to advancing the health and wellbeing of students with autism spectrum disorder (ASD), we have implemented a range of programs. Among these is the pilot initiative for our ASD girls' group, which has demonstrated promising outcomes. A comprehensive evaluation will be conducted upon the program's completion. Observations indicate that participants have enhanced their confidence and acquired a greater understanding of what ASD represents in their lives, and they are increasingly willing to share these insights with peers. This initiative has been collaboratively developed with The Three Sisters consultancy. It is anticipated that this program will evolve into a regular offering alongside our established "What ASD Means to Me" course.

We have developed an Overview of Targeted Support Interventions that catalogues the current programmes available, along with the key personnel responsible for their implementation. This exercise has facilitated the identification and resolution of gaps within our offerings, while also enhancing staff capacity. We plan to establish a highly skilled team with diverse expertise in order to further support our initiatives. This overview will undergo continuous review, with the addition of Play Therapy for the upcoming academic year.

Raising Attainment (PEF)

To establish a Tracking and Monitoring (T&M) process focused mainly on Senior Phase (SP) attainment and achievement, but to include a more robust and collaborative agreement with the BGE T&M process currently in place. This process will allow for more timely and relevant interventions to support young people in their educational attainment and achievement. Through the T&M process we will be able to identify young people requiring support and to implement different support strategies to allow for young people to reach their full potential. Furthermore, the data gathered and analysed will be used to create progression pathways for subjects from BGE to SP backed by evidence. This will provide more robust information to the BGE to SP transition process. By the end of the 2025/2026 academic session, the expectation is that a new T&M and early intervention process will be in place for use at Firpark Secondary to raise attainment and achievement for our most disadvantaged learners.

Since beginning this pupil equity funded post in February, significant progress has been made towards raising attainment within our ASN secondary school. Key developments include the creation and positive reception of a draft Tracking and Monitoring update for senior phase pupils, designed to enhance parental engagement with pupil progress. This initiative, presented to and approved by the Parent Council, will soon be finalised in collaboration with the Senior Phase Depute Head Teacher and Principal Teachers. Additionally, considerable effort has been directed towards developing an intervention process and tracking mechanism to identify and support pupils at risk of not attaining. Data from Connecting Steps and the Senior Phase tracker has informed the establishment of clear markers for this intervention strategy.

Looking forward, the next session will involve finalising the Senior Phase Tracking and Monitoring process through targeted teacher feedback and close collaboration with the Head Teacher, Deputes, and Principal Teachers. Additionally, we will complete and launch the refined intervention process, ensuring it is both robust and straightforward, facilitating its sustainability beyond the current PEF initiative and potential expansion across the school. Furthermore, efforts will continue to enrich our Senior Phase course catalogue, enhancing curriculum breadth and depth by incorporating feedback from staff and comprehensive research into suitable courses, awards, and units. Finally, progression pathways from the Broad General Education (BGE) into the Senior Phase will be finalised following consultations with subject teachers and Senior Management, ensuring clear, viable pathways are available to support pupil attainment

End of Session Update (June 2025)

Consider overall impact of PEF plan and evidence.

Rationale - H&W (PEF)

We have initiated a variety of programs aimed at enhancing the health and wellbeing of students diagnosed with Autism Spectrum Disorder (ASD). The first of these was a pilot program titled "What ASD Means to Me." This initiative involved collecting feedback from participants, who expressed that they found the sessions both enjoyable and educational. The presence of diverse facilitators contributed to a sense of significance among the participants, allowing them to engage in discussions about issues that were important to them, thereby fostering a sense of being heard. Due to the overwhelmingly positive feedback received, we plan to offer this course again next year, and it will be integrated into the broader "What ASD Means to Me" programme.

Additionally, we facilitated a session entitled "What ASD Means to Us as a School" for our team of Additional Support Needs Assistants (ASNAs). This initiative was also met with positive responses, as it provided an opportunity to discuss current practices within the school while equipping participants with both knowledge and practical tools for support. This training will be extended to our teaching staff in the upcoming academic year, contributing to the sustainability of our training programme.

We are presently conducting an evaluation of our training programme and have been collecting data regarding specific programmes and training providers. In the forthcoming academic year, we will be enhancing professional development opportunities for all staff through the creation and implementation of a multi-tiered training programme that incorporates a diverse array of providers. Additionally, we plan to establish a small, highly skilled team dedicated to delivering a range of programmes. All initiatives and programmes will undergo continuous evaluation, particularly in accordance with the newly established health and wellbeing framework.

We have overseen and facilitated the management of our school's counselling service, currently delivered by Liber8. This service operates bi-weekly and has engaged sixteen students, who have either participated or are ongoing in their sessions. Strategies and relevant information have been communicated to staff and parents, and these insights have been incorporated into our GIRFME plans to ensure comprehensive access for all staff members. During the evaluation of this programme, it became evident that a subset of students could not effectively engage with traditional talking therapies. Consequently, a Play Therapy Course will be undertaken by two members of staff between August and December 2025, with the intention of offering this modality starting in January 2026.

Parents have participated in a weekly relaxation course offered by CLD, which includes components of yoga and mindfulness. This initiative has proven to be highly effective, as evidenced by noticeable improvements in both mental health and parental engagement. It is anticipated that this program will continue into the next academic year, for which we are already formulating plans. However, it may be necessary to relocate the sessions to our local community rather than maintaining a school-based setting; thus, we are actively exploring suitable accommodations for this purpose. Additionally, we have previously conducted successful training sessions for parents focused on topics such as puberty and social media, and we aim to reintroduce these offerings next year, collaborating with a diverse range of providers.

Raising Attainment (PEF)

From March to June, significant progress was made in refining key processes within the Senior Phase. The Tracking and Monitoring system, trialled earlier in the year, was finalised using stakeholder feedback and is now embedded in school practice. Similarly, the intervention process was reviewed and finalised, with implementation scheduled for August, beginning with a focus on Literacy and Numeracy. In addition, staff consultations took place to enrich the Senior Phase course catalogue, resulting in the inclusion of new courses, awards, and units tailored to meet the needs of our learners and to enhance both attainment and achievement.

Looking ahead to next session, the intervention process will be rolled out with termly updates provided in Literacy and Numeracy, ensuring all interventions are tracked and monitored effectively. Work will continue on developing clear progression pathways from BGE to Senior Phase to support informed option choices in S3, which begin at the end of February. A new template for Senior Phase tracking updates will also be created and approved for distribution to parents after the Winter break. Furthermore, collaboration with staff will continue to drive forward the development of Senior Phase courses to ensure a broad and relevant curriculum offer.

Section 3: Summary of Impact of Annual Improvement Plan Priorities **(Submission June 2025)**

Cluster Priority (Long Term Outcome): By the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning.	
(Please insert the relevant information below)	
NIF Priority: 4	NIF Driver: 2
NLC Priority: 5	QI:3.1
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
<p>RATIONALE: Approximately 3% of learners in North Lanarkshire schools are care experienced. Historically, outcomes for learners who experience care (attainment, attendance levels, exclusions, post-school destinations) are significantly less positive than for non-care experienced learners. Whilst this is a gradually improving picture both locally and nationally, the commitment made to children and young people through The Promise, highlights the need for adults working with care experienced learners to reaffirm their commitment to improving outcomes and in turn the life chances of these vulnerable learners.</p> <p>Participation in the Keeping the Promise Award programme through a cluster approach, will improve outcomes for care experienced learners through developing a shared understanding and knowledge of The Promise, the definition of care and the impact of trauma on learning. It will support colleagues across North Lanarkshire in delivering on their commitment to care experienced learners and improving outcomes through meeting their corporate parenting responsibilities, planning appropriately and working collegiately to ensure supports are in place for children, young people and their families as required.</p>	
OUTCOMES: By June 2025 all learners will benefit from all staff having an increased awareness of The Promise. GIRFEC planning will be enhanced through an improved understanding of care, corporate parenting responsibilities and the impact of trauma on learning.	
EXPECTED IMPACT: All staff will have participated in presentation sessions one of the Keeping the Promise Award by February 2025. Most staff will have completed e-learning module June 2025 . Majority of schools in the cluster will achieve the Keeping the Promise Award by June 2025 .	
<p>Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)</p> <p>Cluster Priority 1. All school staff in most establishments have an increased knowledge of their corporate parenting responsibilities and almost all schools have achieved the national Keeping the Promise Award (We Promise Level)</p> <p>Firpark Secondary achieved The We Promise Award on 10th February 2025.</p> <p>Cluster Priority 2. In order to develop a shared understanding of good learning, teaching and assessment, opportunities have been made throughout the session for Numeracy Coaches to meet and share good practice. Almost all teaching staff in the Primary Schools met with the Maths Dept in Braidhurst HS to share Numeracy updates from Education Scotland; Feedback regarding work taking place in the Cluster and to increase knowledge and understanding of retrieval of practice/tasks to use in the classroom as this has been identified through current research as an area for improvement. There was also a focus on LI/SC and opportunity to moderate. The outcome of this has allowed us to begin to develop a shared understanding across the cluster of good learning, teaching and assessment. There were some issues with time and co-ordination of calendars with the addition of The Keeping the Promise Priority.</p> <p>In line with our cluster aim to develop a shared understanding of good learning, teaching, and assessment across schools by focusing on improved planning and consistent use of high-quality learning intentions and success criteria the Maths department has undertaken several key actions this session. All BGE medium-term planners were reviewed and aligned with the NLC Numeracy Progression Pathways, from Early Level through to Third Level. To support consistency and shared expectations, pre-created success criteria were embedded across planning documents. This has facilitated constructive professional dialogue around high-quality learning intentions and supported a more</p>	

unified approach to planning across the department. Senior Phase planners, from National 1 to National 5, were also updated to ensure a consistent and coherent approach. For National 1, the focus transitioned towards Personal Development Awards and King's Trust accreditations to better meet learner needs and provide appropriate pathways. To further enhance numeracy outcomes, staff placed a greater emphasis on Number Talks during lesson starters. This strategy aimed to build pupils' confidence in using mathematical language and articulating their reasoning, supporting deeper conceptual understanding. The Maths Coordinator has supported these developments by actively engaging in her role as Numeracy Coach and Learning, Teaching & Assessment (LTA) Coach within NLC. This ensured that the department remained up to date with current developments, shared best practice across the cluster, and aligned departmental improvements with wider local authority priorities.

Next Steps: (What are we going to do now?)

1. Continue to use this increased knowledge to have a positive impact on GIRFEC planning
2. Continue to develop this shared understanding in numeracy and to progress with other areas of the curriculum.

--	--

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	All young people will benefit from planning and practice which reflects local and national priorities to best meet their needs including use of Wellbeing App, GIRFEC paperwork, NLC Transition policy and GIRFME plans (Year 1).
Person(s) Responsible Who will be leading the improvement?	Brian Gilmour (DHT BGE), Lindsay Ireland (PT S1 & S2), Toni Harris (Acting PT S3), Sam Dunbar (PT Senior Phase)

(Please insert the relevant information below using the codes above)	
NIF Priority: 1, 2 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing;	NIF Driver:1, 2 & 3 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement
NLC Priority: 3, 5 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 5. Improved outcomes for vulnerable groups	QI: 1.3: Leadership of change 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.4: Personalised support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion
PEF Intervention:	Developing in Faith/UNCRC: Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 12 - respect for the views of the child Article 23 - children with a disability Article 28 - right to education Article 29 - goals of education Article 42 - knowledge of rights
<u>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:</u>	
RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this? Self-evaluation indicates the development of a revised whole school approach to GIRFEC planning, and processes would enhance support for the young people. The information will more effectively inform planning and ensure learners achieve their full potential.	
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.	

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Learners will benefit from consistent planning in line with local and national guidelines to best meet their needs	SLT / PTs will undertake GIRFEC training and reading in order to fully understand local and national guidelines	SLT, following training, discussion and reading will have increased knowledge and understanding of the local and national guidelines PTs, following training, discussion and reading will have increased knowledge and understanding of the local and national guidelines	SLT & PTs undertaken relevant discussion and reading to increase knowledge and understanding. Shared focus on getting consistency of understanding across all members and incorporating this into the paperwork. All decisions are taken jointly and shared so that all are aware. Decisions are all taken based on shared interpretation of the guidelines and external advice taken as required.	Joint decision-making regarding consistency amongst all SLT and PTs in terms of interpretation and decisions tracked on relevant channel on Teams.
	SLT / PTs will undertake training in use of the Wellbeing App	SLT will be more confident in the use of the wellbeing app and an increasing range of its functionality. PTs will more confident in the use of the wellbeing app and an increasing range of its functionality.	SLT are regularly using the wellbeing app. to ensure all documents are read and actioned. Transition In / Out functions utilised and we are beginning to populate with relevant additional documentation. PTs are accessing the wellbeing app. as far as their permissions allow them.	Continued use in terms of PCRs. Increased need for uploading of relevant documents. Currently School Shares and Pastoral Notes used more for this purpose.
	SLT / PTs will become familiar with NLC's Transition Policy	SLT and relevant PTs will, following reading and discussion, bring school transition practice in line with	BGE DHT, BGE PT & Targeted Support Lead have brought school P7 into S1 transition process into line with NLC	BGE DHT & BGE PT have started bringing P6 transition timeline (August 2026 intake) into line with NLC Transition Policy with

		<p>NLC Transition Policy for P7 into S1.</p> <p>SLT and relevant PTs will, following reading and discussion, bring school transition practice in line with NLC Transition Policy for S6 into Post School Destinations.</p>	<p>timescales and GIRFME paperwork. This has been implemented for the current intake.</p>	<p>tours in March and invite to Parent Info Evening in April 25.</p>
	<p>SLT / PTs will discuss their shared understanding of the GIRFEC process, the gaps, implications and next steps and timeframes in adopting the GIRFEC paperwork process within the school</p>	<p>Gaps identified through meetings and discussion.</p> <p>Implications of gaps discussed and shared understanding of next steps.</p> <p>Next steps planned with appropriate timescales.</p>	<p>All agreed that pupils will all move to the new, personalised GIRFME paperwork by the end of session 25-26.</p> <p>All S1 pupils on new paperwork by end of settling in reviews in October with parent comments incorporated at review.</p> <p>All S2 pupils transitioning to new paperwork with parent input at Parent Evening (meeting with PT).</p> <p>All S3 – S5 Pupil Profiles transferred into new format by November.</p> <p>All decision regarding the completion of the GIRFMEs discussed fully in line with guidelines for shared understanding and consistency amongst all SLT / PTs.</p>	<p>All S1 – S5 pupils have new format already in place and throughout the current academic session they will be reviewed with the parents during the review process.</p> <p>All S1 parents who attended Parent Evening met with BGE PT to check in on GIRFME targets.</p> <p>S2 about to be reviewed in April 2025 in line with new format.</p> <p>S2 & S3 Reports were not sent out with the new format of GIRFME targets and evaluations. This will be incorporated into next session.</p> <p>Decisions all still taken as a collective SLT / PT team to ensure consistency.</p>

	SLT / PTs will draw up an initial plan, including timeline for the transition from the existing process to the GIRFEC process.	Timescale plan in place for implementing changes to school processes.	<p>All S1 & S2 will follow the full GIRFME process by the end of the current session including parental contributions.</p> <p>All year groups will follow the full GIRFME process by the end of session 25-26 including parental contributions.</p>	<p>All S1 – S5 have correct paperwork and more elements of S3 – S5 have been incorporated in terms of parental contributions.</p> <p>All will continue to be in place in line with original timeline.</p>
	BGE DHT, PT & ASD lead will create a GIRFME plan for the P7 pupils transitioning into the school in August 2024 as opposed to a Pupil Profile	New GIRFME plan for S1 pupils created and put into practice.	Plan created and fully implemented. This plan is being used across the school for different year groups and has been shared with main feeder school who are going to adapt their own to incorporated elements of this one.	All in place and now being looked at in terms of P6 pupils and moving forward with increased input from Senior Phase DHT and all three PTs in terms of progression through the school.
	SLT / PTs will develop a system for reviewing GIRFME plans that meets local and national guidelines	<p>Reviewing system discussed, planned and trialled this session.</p> <p>Plans in place for next session.</p>	<p>S1 reviews followed this process so far.</p> <p>H&WB / PLP Target setting looked at in great detail during November in service day with regards to the setting of targets. Individual and peer work on criteria. Discussion in terms of sharing of targets and consensus on new system to record and then share with staff and parents.</p>	The process is being monitored in terms of the S1 Parent Evening with relevant PT meeting all parents. Will discuss with SLT / PT group as to the effectiveness of this and how manageable it would be across the school.
	Parental views will be sought in relation to the review process of the GIRFMEs	<p>Parental views will be gathered throughout the session:</p> <p>S1 – Settling in review S2 – Parent Evening / annual review</p>	<p>S1 parents very happy with the process of the settling in reviews.</p> <p>S2 & S3 Reviews still to take place.</p>	No further update with regards to this at this stage. S2 & S3 reviews imminent.

		<p>S3 – Annual review</p> <p>All BGE Parents – end of session</p> <p>Parents highlighting that they are happy with the way their views are sought and incorporated into strategies and target setting.</p>		
	Pupil views will be sought in relation to the way their views are captured for the GIRFMEs and how their targets are set	<p>All pupil views will be gathered at the end of the session.</p> <p>Pupils highlighting that they are happy with the way their views are sought and incorporated into strategies and target setting.</p>	Not undertaken as yet	Not undertaken as yet.
	Introduction of the wellbeing app for all SLT / PTs to familiarise themselves and use basic functions	<p>SLT, following training, discussion and practice will have increased knowledge and understanding of the functionality of the wellbeing app</p> <p>PTs, following training, discussion and practice will have increased knowledge and understanding of the functionality of the wellbeing app</p>	<p>DHTs and PTs are using the wellbeing app to access PCRs. All pupils are transferred in and out accordingly.</p> <p>Limited other functions used at this stage.</p>	No further development as yet with regards to uploading documents.
	Introduction of the wellbeing app for all SLT / PTs to use to support integrated planning for pupils requiring intensive level of support	SLT, following training, discussion and practice will have increased knowledge and understanding of the how the wellbeing app can be used to	Not undertaken as yet	Not undertaken as yet

		<p>support integrated planning for specific pupils.</p> <p>Wellbeing app will be used for a selected number of pupils to support integrated planning.</p>		
	SLT / PTs will review school transition processes in line with NLC Transition Policy	<p>School primary / secondary transition processes updated to reflect new requirements, paperwork and timescales in NLC policy.</p> <p>School secondary / post school transition processes updated to reflect new requirements, paperwork and timescales in NLC policy.</p>	Transition for pupils starting in August 2025 adjusted to take in the majority of the academic session.	Transition for pupils starting in August 2026 adjusted to take in Feb 2025 identification. Tours for parents brought forward to March 2025. Timeline still to be worked out.
Learners will be fully supported in their learning and target setting by staff who know them and are fully aware of the GIRFEC principles	HSPO, Targeted Support Lead and ASD Lead involved in detailed discussion with SLT / PTs for shared understanding of GIRFEC paperwork process.	Shared, consistent understanding of GIRFEC paperwork process amongst all involved in Targeted Support, middle management and senior management.	Initial stages undertaken in terms of shared understanding and more visible target setting / peer assessment of target setting.	Identified developments from in service training implemented into Year Planner. Some aspects may not materialise until next session but more understanding, accountability and responsibility of support from this level within the school to support school staff and pupils.
	Whole staff training in GIRFEC processes and discussion about proposed new school procedures to meet the requirements.	<p>Formal information sharing & discussion as to school developments to identify and inform of appropriate next steps in:</p> <p>GIRFME creation Setting H&WB Targets Sharing Targets with parents Sharing Targets with staff Evaluation of Targets GIRFME reviews with staff</p>	Extended discussion at Nov 24 in service day with regards to target setting and sharing with staff / parents. New procedures identified and agreed.	Many aspects of new target setting procedures in place but not yet sent out to parents. Targets setting / peer support to be utilised more effectively next session at planning stage and not post setting.

	Implementation of initial stages of new procedures within the school.	Implementation into current year planner initial changes to procedures.	Initial changes implemented for the current academic session with regards to the timing of H&WB Targets and the system of changing PLP teacher comments for Pupil Reports.	No PLP teacher reports this session for S2 & S3. Targets not sent out as yet with Reports this session as system very new.
		Implementation of new, personalised GIRFME paperwork for specific year groups.	New GIRFME paperwork process implemented for year groups S1 – S5.	Done
		Implementation of new GIRFME paperwork process in terms of parental involvement for specific year groups.	Implementation for S1 at this stage.	Done
		Implementation of increased focus on Health & Wellbeing Targets within the school.	Evident following Nov in service day. New grid created for staff to use, have access to and comment on when not the PLP teacher.	Feedback from staff to be gathered at the end of this session and throughout next session.
		Implementation of increased focus on pupil achievement within the school.	This is more evident in the school on notice boards.	Continued focus within the school and also a focus on staff achievement to encourage more talk about pupil achievement.

Final evaluation:

Priority - All young people will benefit from planning and practice which reflects local and national priorities to best meet their needs including use of Wellbeing App, GIRFEC paperwork, NLC Transition policy and GIRFME plans (Year 1).

The process of planning and practice within the school is much more reflective of local and national priorities to best meet the needs of our pupils.

The well-being app is accessed regularly by SLT / PTs and we are up to date with all basic functions. The app is not yet used to store all documentation by this is a key aspect of Year 2.

GIRFEC paperwork is more consistently used within the school at the planning and assessment stages to ensure that all relevant steps are identified, actioned and recorded.

NLC Transition Policy was used a clear guide for our current intake for August 25 and we adjusted our programme accordingly. The changes spread the dates more across the year due to early identification and this had some benefit in general. It did mean though that it was more difficult for pupils who were identified later in the session as they had missed more of the programme. The programme will be evaluated at the S1 Reviews in October 2025. We carried out Parent / Carer Tours in March 2025 for the pupils identified for August 2026 and they were then invited along to the Parent / Carer Information Evening in April 25. We will look at our transition programme again in August 25 to adjust accordingly in line with the new timeframes and the Transition Policy.

GIRFME Plans are much more consistent in format throughout the school and there is a greater shared understanding amongst SLT / PTs in terms of this. All pupil have the updated format and after year 1 of reviews we will look to try to establish what is manageable in terms of maintaining, updating and sharing to ensure that they remain fit for purpose to continue to benefit all young people and are inclusive of all views. In year 2 we are looking at teacher involvement in the maintaining process for all at a universal level and at review meetings at a targeted level. We also want to seek the views of parents and pupils more in terms of the gathering of views and sharing of targets. The school is focussing on improving the systems around Health & Wellbeing Targets and celebrating achievements.

<p>Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?</p>	<p>We will undertake a S4/S5 Curricular Review. We will ensure the needs of learners are at the centre of the curriculum design and development which takes account of local and national circumstances. The curriculum is the totality of learning experiences across the four contexts as delivered by the school and its partners. The curriculum will result in strong outcomes for all learners (Year 1).</p>
<p>Person(s) Responsible Who will be leading the improvement?</p>	<p>T Harris (DHT Senior Phase), S Dunbar (PT Senior Phase) & members of the S4/S5 Curriculum review group.</p>

(Please insert the relevant information below using the codes above)				
NIF Priority: 4, 5		NIF Driver: 2,3,4,5		
NLC Priority:1,4,5		QI:1.1,1.2,1.3,1.4,1.5,2.2,2.3,2.5,2.6,2.7,3.2,3.3		
PEF Intervention: N/A		Developing in Faith/UNCRC: Article 3,12,28,29,42		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: No				
<p>RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?</p> <p>The Senior Phase curriculum from S4 to S5 builds on the experiences and outcomes achieved throughout the BGE curriculum. We know transition from BGE to S4/S5 marks a significant point in the learners' journey to achieve relevant qualifications. We want to fully support both pupils and parents / carers through this challenging process and following feedback there was a need to provide more accessible and relevant information. We need to ensure the S4/S5 curriculum is relevant and appropriate to our learners needs. The curricular review will ensure that we meet learners needs to attain relevant qualifications and experiences within S4 & S5.</p> <p>Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.</p>				
EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)

What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
All S4/S5 learners will have access to a curriculum which reflects the needs of our pupils, maximise opportunities for attainment and reflects the requirements of an ever-changing labour market.	Ask Senior Phase Curriculum Lead from NLC to deliver presentation to staff of National and Regional expectations of Senior Phase curriculums	Greg Kane PP- Greg delivered the presentation on curriculum redesign, employability, the current labour market, and tracking & monitoring. This has then fed into discussion between HT, SP DHT and SP PT regarding the current S4&S5 curriculum and highlighted strengths and areas from developments.	October update- Tracking and Monitoring document created and implemented for Senior Phase. Staff drop-in session with Acting DHT and SQA co-ordinator to go over the different aspects of the tracking and monitoring document. Staff track pupils progress in S4&S5 3 times over the year as well as reasons for attainment to track any concerns. Senior Phase DHT & PT's, HT and SQA co-ordinator meet to communicate achievement, progress, and attainment. Next steps: Use the data to evaluate and identify learning gaps, trends, and patterns and use this information to inform working party to support development.	
	Working party to read relevant literature to support in the planning of the desired outcomes	List of reading recommendations have been uploaded to the Working Party team for staff to read.	December update: Staff have noted down the readings they have completed and will feed this back to the group at January meeting. This will then inform outcome statement that the group would develop for the S4/S5 Curriculum review. Acting DHT and SQA co-ordinator are currently discussing a possibly diploma for S6 from NC in line with the Hayward review- Greg Kane to meet with both to discuss further. Next steps: Meet to discuss reading in January and have outcome statement agreed to progress with new timeline.	

			<p>February Update: Working party met and discussed relevant readings. Lots of discussion around Hayward's Review and the introduction of a possible diploma. The staff were interested in this being developed further.</p> <p>Next Steps: Next academic year we will look into creating a group within the working party to develop this further and get Greg Kane to link with school & West Partnership.</p>	
	Working party to look at the key considerations that should be in place for an effective curriculum.	Working party to use knowledge from national and regional guidelines/ documents alongside current tracking and monitoring sheet to evaluate schools' current strengths, areas for development and gaps in curriculum to ensure it is relevant for our pupils.	<p>December update: Working party met to discuss team's current views of strengths, areas for development as well as any ideas. Further information on meeting notes.</p> <p>Next steps: Discuss relevant literature, tracking and monitoring sheet and use both to analyse and evaluate the strengths, areas for development and gaps highlighted in the data to support key considerations for our curriculum.</p>	
	Working party to produce a timeline for the review process inclusive of visits to other establishments and creation of partnerships	The working party use the knowledge from the literature & through discussion to look into out steps for the rest of the year.	<p>February update: Working Party agreed on a timeline for the rest of the year with a focus on collecting data from all stakeholders to identify our next steps.</p> <p>Next Steps: Once data is collected the working part will come back together to create a timeline for the following year.</p>	
	Working party to design processes such as surveys to gather the views of	The working party create ideas around questions to ask stakeholders and will split into	<p>February update: Working party have split up into groups to create questionnaire</p>	

	staff, pupils and parents regarding the S4 / S5 curriculum.	smaller groups to create a draft of questions.	around current S4/S5 Curriculum which will go out to staff, pupils, parents & outside agencies. Next Steps: Working party will have draft 1 completed before Easter Holidays and sent out to parents in May.	
	Review and analyse data collected to reflect on current provision to identify next steps	The working party will send out questionnaires to stakeholders by May to help identify next steps.	May Update: Forms were sent out to all stakeholders (pupils, parents, staff, outside agencies and employers). Working party analysed the data given by all stakeholders and created clear aims for next year. Next year we are focussing on: <ul style="list-style-type: none"> Investigating and benchmarking our current S4/S5 timetable make up and the period allocation to see if another model is a better suit for our pupils and school. Researching and designing IDL subjects to ensure that we have a broad range of subjects to sit all needs. Creating and implementing a planning model for senior phase classes to make sure there's consistency across the school and to support Learning, Teaching, and Assessment aligned with NLC policy. 	

Final evaluation:

The first stage of the review and development of our S4 and S5 curriculum to better meet the needs of our learners, support improved attainment, and respond to an evolving labour market began. This work is essential to ensure our curriculum remains relevant, inclusive, and ambitious for all pupils. Greg Kane's outlining of national and regional expectations for the Senior Phase as well as current labour market trends and approaches to employability, curriculum design, and tracking and monitoring informed early discussions to help identify our current strengths and areas of development for our current curriculum. To support more effective monitoring of pupil progress, a new Senior Phase tracking and monitoring document was created and implemented. Staff received support in using the document, which is now used three times per year to track attainment and identify areas of concern. A working party was formed to lead the curriculum review, underpinned by national guidance and key literature. Staff engaged in professional reading and used this to shape ongoing discussions, particularly around curriculum purpose, design principles, and the Hayward Review's proposals. This process has laid the groundwork for creating a clear outcome statement to

guide future development. The working party began evaluating the current curriculum against key criteria, identifying strengths, gaps, and opportunities for improvement using internal data and professional judgement. To gather wider feedback, the working party developed and distributed stakeholder surveys to pupils, parents, staff, employers, and other external partners. The data gathered is being used to shape priorities for the next phase of the review.

Key priorities identified for next year include:

- Reviewing and benchmarking the S4/S5 timetable structure and period allocation to explore if other models better suited to our learners.
- Developing IDL opportunities to broaden subject choice and support skill development.
- Designing and implementing a consistent planning model for Senior Phase classes to improve learning, teaching, and assessment in line with local and national policy.

This first year has established a strong foundation for ongoing improvement. The process has built shared understanding, promoted collaboration, and ensured that future developments will be evidence-informed, inclusive, and aligned with national expectations.

Section 4: Key strengths/successes linked to Quality Indicators

(NB: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered through ongoing self-evaluation processes, including discussions in family groups, please briefly outline key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.)

Please refer to submission information, on page 1, which outlines required submission dates for the core Q.I.s, when completing this document.

HMIE Report published November 2024 highlighted the following strengths:

- The positive relationships between young people and staff. These relationships are creating a calm learning environment with young people engaged and motivated in their learning.
- Young people are supported well to develop their skills, particularly in literacy and English. Young people are progressing well with their learning and gaining an increasing number of National Qualifications as they progress through their senior phase.
- Young people develop skills which help them succeed in becoming confident, successful, effective and responsible. This is supporting young people to access and sustain positive destinations after school.

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change		
Developing a shared vision, values and aims relevant to the school and its community	Strategic planning for continuous improvement	Implementing improvement and change
Please identify relevant NIF details and highlight links to AIP/PEF Plans. Please record specific PEF evaluations in blue.		
NIF Priority: Improvement in skills and sustained, positive school destinations for all young people		
NIF Driver: School Leadership, School Improvement		
UNCRC:		
RECR (if appropriate): N/A		
Linked AIP/PEF Priority (if applicable): AIP Priority 2 and PEF Priority 2		
How well are you doing? What's working well for your learners?		
<ul style="list-style-type: none"> Our individual departments have a clear understanding of our collective strengths and areas for development. This understanding is developed through robust discussion at departmental level, self-evaluation, through the PRD process, monitoring of curriculum plans, teacher judgement and monitoring and tracking of pupils' attainment. Opportunities for collaborative working are identified within the school and promoted. Staff are empowered to drive areas forward and ensure that subjects and courses, existing and new, remain relevant and interesting for our pupils and are matched to the job market as much as possible. 		
How do you know? What evidence do you have of positive impact on learners?		
<ul style="list-style-type: none"> Teachers rated this area as 4.5 so it came out as a solid GOOD rating. Teachers highlighted many areas of improvement within the school which have had a positive impact on working practice and the AIP which directly have a positive impact on learners. 		
What are you going to do now? What are your improvement priorities in this area?		
<ul style="list-style-type: none"> Seeking more collaborative working opportunities out wit the school. Revisit our Vision, Values and Aims to ensure that it is owned and shared with all. This has been incorporated into our AIP for next session as per below: <i>To review the Vision, Values and Aims for the school to ensure that all views are considered and that they are relevant and meaningful to all within Firpark Secondary and we have shared ownership.</i> 		

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

QI 2.3 Learning, teaching and assessment			
Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
Please identify relevant NIF details and highlight links to AIP/PEF Plans. Please record specific PEF evaluations in Blue.			
NIF Priority: Improvement in attainment, particularly literacy and numeracy.			
NIF Driver: Curriculum and Assessment			
UNCRC:			
RECR (if appropriate):			
Linked AIP/PEF Priority (if applicable): AIP Priority 2 and PEF Priority 2			
How well are you doing? What's working well for your learners?			
<p>Highlighted within HMIE Report:</p> <p>Staff at Firpark Secondary School promote positive relationships and behaviour effectively across the school. Teachers develop positive relationships with young people during daily registration and through regular Personal Learning Planning sessions. The Home School Partnership Officer supports positive relationships and behaviour and links in closely with teachers, parents/carers and young people to assist in the planning of next steps and monitoring progress. Staff have designed and implemented programmes to develop young people's understanding and awareness of safeguarding issues and to develop their resilience. Depute headteachers lead termly assemblies to highlight and support the school's positive approach to behaviour. All of these approaches contribute positively to young people respecting each other and staff in classes.</p> <p>Staff put specific supports in place for individuals with any identified issues as required. For example, if young people are having problems with friendship groups or would benefit from peer or group mediation. Staff know young people very well and identify quickly when they are uncomfortable, unhappy, or distracted. They act swiftly to ensure that these issues do not escalate, and that the young person receives the support they need. There have been no incidents of seriously disruptive behaviour within the last year. Senior leaders monitor regularly recording on pastoral notes so that identified issues, including behaviour, can be followed up promptly. In most lessons, staff support learners to settle quickly when coming into class. Teachers take learning activities forward at an appropriately brisk pace. In most lessons, young people are motivated and enthusiastically engaged in their learning. Most staff take account of young people's interests and needs well when planning learning activities.</p> <p>Across the school, teachers encourage young people regularly to connect their learning to real-life contexts to support their understanding. Young people are motivated by learning activities which teachers link to recognisable situations. For example, by using real coins when solving money-related problems. Teachers also encourage senior phase learners to think about the skills they are developing during activities, and how they may use those skills once they leave school. This is helping young people to prepare for work placements. Staff use learner profiles to identify, create, monitor, and evaluate individual targets for young people. Senior leaders should now ensure that teachers share these targets more widely with support staff to maximise opportunities for learning.</p> <p>In most lessons, most children and young people engage positively with their learning and interact well with staff. Young people are particularly motivated by practical activities on offer such as hospitality, rural skills, and technical studies. Senior leaders should continue with their plans to</p>			

collaborate with teachers and improve the overall consistency of the quality of learning and teaching. For example, too many lessons are dependent upon the use of commercially produced worksheets, rather than being based upon the interests, needs and backgrounds of young people.

The majority of teachers use communication tools effectively to gather feedback and plan learner experiences and next steps. These are helpful for post-school transition planning. Staff should now develop a greater consistency of approach with regards to the use of standardised symbols and visuals to support teaching and learning and encourage communication.

Most teachers use digital technology effectively to enhance and support teaching and learning in their classes. Most young people use devices well to help access activities. This includes young people using a range of appropriate software successfully to reduce any barriers to learning. This is enabling most young people to become increasingly independent in learning.

The school building does not have a library. The senior area was previously occupied by North Lanarkshire Council library services. Teachers in the English department have small class library areas to encourage young people to borrow and read books. English teachers support this by providing a wall display which highlights books that young people may wish to read. As planned, staff should develop and sustain a culture of reading amongst young people.

Young people benefit from the well-planned use of assessment data by staff when joining the school in S1. Staff gather assessment information before young people transition from P7. Key school staff visit almost every primary school as part of this process. Senior leaders use achievement of Curriculum for Excellence levels (ACEL) data well to complement the Transition Information Overview document for every young person. In addition, staff use literacy and numeracy data effectively to assess young people's attainment at the point of transition. Staff can then place young people in S1 literacy and numeracy classes with young people of similar ability. This approach helps young people to make good progress in their learning. Staff review the baseline data at regular points throughout the year using further assessment work. This can lead to staff moving young people to a more appropriate class where their needs will be even better met. As a result, young people benefit from school staff understanding their levels in literacy and numeracy well and helping them to make good progress.

Teachers are gradually improving their approaches to assessment and moderation within the school. All teachers take part in useful moderation activities and a few teachers engage in moderation activity with other teachers outwith the school. Senior leaders should now provide teachers with more strategic and systematic opportunities to undertake moderation activities with teachers from other schools.

Almost all staff show a sound understanding of young people's needs. Young people benefit from well-judged support from school staff who apply agreed support strategies. They identify and meet young people's support requirements in a way that takes account of young people's abilities, strengths, and preferences. Staff set relevant targets for all young people to support them with their communication and regulation needs. Staff should now focus on developing targets further to ensure they are skills based, measurable and time specific. This will help staff focus on the skills that they will teach, how they will teach them and clear measures of success. Teachers should include support staff and parents in the setting, monitoring, and review of these targets.

In most classes, apart from literacy and numeracy, staff group young people together based on an assessment of their social characteristics rather than their learning abilities. To meet varying needs in the

same class, all teachers are planning across a variety of levels to provide differentiated learning within lessons. However, on a few occasions, the learning experience provided is the same for all.

Teachers plan lessons structured around the Curriculum for Excellence (CfE) experiences and outcomes. However, the current planning approach is not detailed enough to formally record information about the individual learning needs of young people or to indicate how the teacher will be differentiating learning for them within lessons. In most classes, teachers use their knowledge of the needs of young people to make appropriate adjustments for individual learners.

Staff have implemented a system of tracking and monitoring progress across all stages. This system provides accurate profiling data of young people's progress and is helpful for staff identifying patterns, strengths, and gaps within learning, especially where young people are working across more than one level. In developing this system further, staff should consider ways in which to moderate the quality of young people's work so that they can make the best progress in their learning.

How do you know? What evidence do you have of positive impact on learners?

- Quality of staff PACE planners
- BSquared data
- Level, number and range of National Qualifications
- High percentage of individually matched positive destinations.
- HMle Inspection Report
- Teachers rated this area as 4.3 so it came out as a GOOD rating.

What are you going to do now? What are your improvement priorities in this area?

- **This is part of our AIP and our Year 1 priority is highlighted below:**
The development of clear and shared expectations for high-quality learning, teaching and assessment, to provide consistently high standards of practice across all classrooms. By embedding a culture of professional collaboration and moderation, we will ensure consistency in the planning, delivery and evaluation of learning experiences. This will enable staff to make robust, valid and reliable judgements that support high-quality learner progress and attainment over time.

How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion		
Wellbeing	Fulfilment of statutory duties	Inclusion and equality
Please identify relevant NIF details and highlight links to AIP/PEF Plans. Please record specific PEF evaluations in Blue.		
NIF Priority: Improvement in children and young people's Health & Well-being.		
NIF Driver: School Improvement		
UNCRC: Right to education		
RECR (if appropriate):		
Linked AIP/PEF Priority (if applicable): AIP Priority 1 and PEF Priority 1		
How well are you doing? What's working well for your learners?		
<p>AIP Priority - All young people will benefit from planning and practice which reflects local and national priorities to best meet their needs including use of Wellbeing App, GIRFEC paperwork, NLC Transition policy and GIRFME plans (Year 1).</p> <p>The process of planning and practice within the school is much more reflective of local and national priorities to best meet the needs of our pupils.</p> <p>The well-being app is accessed regularly by SLT / PTs and we are up to date with all basic functions. The app is not yet used to store all documentation by this is a key aspect of Year 2.</p> <p>GIRFEC paperwork is more consistently used within the school at the planning and assessment stages to ensure that all relevant steps are identified, actioned and recorded.</p> <p>NLC Transition Policy was used a clear guide for our current intake for August 25 and we adjusted our programme accordingly. The changes spread the dates more across the year due to early identification and this had some benefit in general. It did mean though that it was more difficult for pupils who were identified later in the session as they had missed more of the programme. The programme will be evaluated at the S1 Reviews in October 2025. We carried out Parent / Carer Tours in March 2025 for the pupils identified for August 2026 and they were then invited along to the Parent / Carer Information Evening in April 25. We will look at our transition programme again in August 25 to adjust accordingly in line with the new timeframes and the Transition Policy.</p> <p>GIRFME Plans are much more consistent in format throughout the school and there is a greater shared understanding amongst SLT / PTs in terms of this. All pupil have the updated format and after year 1 of reviews we will look to try to establish what is manageable in terms of maintaining, updating and sharing to ensure that they remain fit for purpose to continue to benefit all young people and are inclusive of all views. In year 2 we are looking at teacher involvement in the maintaining process for all at a universal level and at review meetings at a targeted level. We also want to seek the views of parents and pupils more in terms of the gathering of views and sharing of targets. The school is focussing on improving the systems around Health & Wellbeing Targets and celebrating achievements.</p> <p>PEF Priority 1 – To promote the health and wellbeing of all students diagnosed with Autism Spectrum Disorder (ASD), it is imperative to ensure that every child, particularly those in the first and second SIMD quintiles, has access to the comprehensive array of supports and resources that are available. To foster and sustain robust collaborative relationships with external agencies, ensuring that students and their families in SIMD quintiles 1 and 2 receive optimal support. Through this partnership-oriented approach, we aim to enhance the wellbeing and development of each pupil, equipping them with the necessary tools and resources to achieve success.</p> <p>In our commitment to advancing the health and wellbeing of students with autism spectrum disorder (ASD), we have implemented a range of programs. Among these is the pilot initiative for our ASD girls' group, which has</p>		

demonstrated promising outcomes. A comprehensive evaluation will be conducted upon the program's completion. Observations indicate that participants have enhanced their confidence and acquired a greater understanding of what ASD represents in their lives, and they are increasingly willing to share these insights with peers. This initiative has been collaboratively developed with The Three Sisters consultancy. It is anticipated that this program will evolve into a regular offering alongside our established "What ASD Means to Me" course.

We have developed an Overview of Targeted Support Interventions that catalogues the current programmes available, along with the key personnel responsible for their implementation. This exercise has facilitated the identification and resolution of gaps within our offerings, while also enhancing staff capacity. We plan to establish a highly skilled team with diverse expertise in order to further support our initiatives. This overview will undergo continuous review, with the addition of Play Therapy for the upcoming academic year.

How do you know? What evidence do you have of positive impact on learners?

- Teachers rated this area as 4.8 so it came out as a solid GOOD rating.

What are you going to do now? What are your improvement priorities in this area?

- Continued into Year 2 within school AIP and closely linked to Vision, Values and Aims.

How good are we at improving outcomes for all our learners?

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy	Attainment over time	Overall quality of learners' achievement	Equity for all learners
Please identify relevant NIF details and highlight links to AIP/PEF Plans. Please record specific PEF evaluations in Blue.			
NIF Priority: Improvement in attainment, particularly literacy and numeracy.			
NIF Driver: Performance Information			
UNCRC:			
RECR (if appropriate):			
Linked AIP/PEF Priority (if applicable): AIP Priority 2 and PEF Priority 2			

How well are you doing? What's working well for your learners?

Highlighted within HMIE Report:

Attainment in literacy and numeracy

All young people attending the school require additional support to benefit from school education. Young people are making good progress in literacy and numeracy, accounting for individual learner profiles.

Attainment in literacy

At all stages, most young people are making good in developing their literacy and English skills. A few young people are making very good progress.

Reading

At first level, young people are enthusiastic readers and are building their sight vocabulary. They demonstrate their ability in skimming and scanning text. They form opinions and predictions about what they are reading. At second level, young people understand many of the technical aspects of writing. In the senior phase, young people are reading short stories and answering comprehension questions. They are able to comment on character attitudes and tone, supporting their answers with

appropriate quotations from the text. Overall, young people would benefit from access to more up-to-date texts which they can identify with.

Writing

At first level, young people are skilled in using an online thesaurus to improve their writing. They have experience in writing short persuasive letters and reports. At second level, young people use tablet computers expertly to write. They produce writing for information as well as argumentative texts. In the senior phase, young people work together as a group and are able to capture everyone's points of view on a topic. Their extended writing includes a letter as an imaginative response to literature, character studies and presentations. However, they would now benefit from opportunities to write in a wider range of styles such as poetry, playscripts and stories.

Talking and listening

At first level, young people are enthusiastic contributors to class conversations. However, they would benefit from further opportunities to delivering solo talks in class. At second level, young people discuss and review directorial choices in media studies. In the senior phase, young people enjoy debating contentious topics. They are keen to share their opinions about the text they are studying. They are developing their skills in turn-taking and responding to non-verbal cues from others.

Attainment in numeracy and mathematics

At all stages, most young people are making appropriate or better progress in developing their numeracy and mathematics skills. However, staff could support more effectively a minority of young people to develop their knowledge in, and understanding of, numeracy and mathematics in more meaningful contexts.

Number, money and measure

Most young people across CfE levels use the four operations appropriately to solve mathematical problems, appropriate to their level. The majority of young people across the broad general education (BGE) identify correctly the monetary value of coins and notes, in line with their CfE levels. The majority of young people at first level are not yet confident when using simple fractions beyond half. For example, they require further practice ordering fractions or working out a fraction of an amount. Most young people across CfE levels use their understanding of measurement well across a range of curriculum areas and real-life contexts.

Shape, position and movement

Almost all young people recognise and identify correctly common two-dimensional (2D) shapes. At first level, young people calculate the perimeter of 2D shapes accurately using whole numbers. Across all CfE levels, young people need to develop further their vocabulary of three-dimensional (3D) shapes. A minority of young people would benefit from developing their knowledge of shape, position, and movement in everyday contexts.

Information handling

Young people use their knowledge of colour, shape and size and other properties to sort and arrange a range of objects, appropriate to their CfE level. At first level and second level, young people use tables, charts, and graphs to present information that they have gathered accurately. At second level, young people are not yet able to demonstrate their understanding of probability to influence their decisions around likelihood of something happening.

Attainment over time

Senior leaders have appropriate processes in place to baseline and track young people's progress through their BGE and across all curriculum areas. They now need to analyse this data and information to ensure that all young people are making and maintaining high standards of

attainment over time. Senior leaders should use data and information better to identify young people who would benefit from additional support to ensure that they make continuous progress.

Data provided by senior leaders shows that most young people are progressing well through both BGE and senior phase. The majority of young people within the BGE are working at early, first and second level with a few learners working at third level. Most young people at the BGE stage have raised their attainment across all curriculum areas and make good progress from prior levels. Since 2020, young people are gaining a higher number of National Qualification units and course awards at increasingly higher levels. More young people are gaining National Qualification units and course awards at National 3, National 4, and National 5.

Most young people sustain positive levels of attendance at school which helps them to make progress in learning. However, a few young people have significantly low levels of attendance which is directly impacting upon their attainment over time. There is a need for senior leaders to support these young people and their families to increase their attendance so that they can build the skills and knowledge required to improve their attainment.

Overall quality of learners' achievement

Staff offer young people accredited achievement opportunities across the BGE. These include the Saltire Award, Dynamic Youth Awards, the NL Challenge Diamond Award, and the John Muir Award. Young people value these opportunities and appreciate the chance to develop their skills in areas beyond their subject classes. For example, in the John Muir Award they are developing their awareness of nature. In the NL Challenge Diamond Award, young people successfully undertake activities for up to 15 hours linked to providing a service, keeping fit, developing a skill and going on an adventure. Young people also benefit from a range of opportunities to take part in local and national sporting events.

Staff develop further achievement opportunities for young people in the senior phase. For example, the Duke of Edinburgh award, which builds upon skills developed in the NL Challenge Diamond Award. The award is rewarding for young people, who are becoming fitter, developing new skills, and contributing to their local community. Since 2022, 31 young people in the school achieved the Duke of Edinburgh Bronze award. A further 13 will have achieved the Silver award by the end of session.

Staff run successful residential trips for young people. Staff organise them carefully to ensure that all young people can participate in them, for example, those who are wheelchair users. Staff provide a supportive context for young people to develop their physical skills in activities. Young people develop increased confidence in their own abilities during these residential trips and improve their social and teamworking skills. This provides increased motivation to write about their experiences when they return to school.

Staff celebrate young people's school success regularly with others using the school app and on noticeboards in school. For example, young people developing their paddle boarding skills as part of the NL Challenge Award. However, senior leaders are aware that staff now need to do more to find out about, celebrate and record young people's achievements which take place out of school. They should also have a clearer focus on the skills young people are developing through these achievements. Parents agree that it is important to celebrate these achievements on a more regular basis.

A minority of young people have developed important leaderships skills as a result of their participation in the pupil council. These young people are more confident in suggesting changes to improve life within the school. Staff should now increase the range of opportunities so that all young people develop leadership skills across all stages in the school.

Equity for all learners

Data provided by senior leaders shows that the school has successfully reduced the poverty related attainment gap in literacy and numeracy for young people. Senior leaders now need to ensure that the use of Pupil Equity Funding is evaluated. This will evidence more fully what has made the greatest impact on improving measurable outcomes for young people.

Staff and partner agencies have undertaken professional learning to help them promote equity and ensure that young people are not disadvantaged by their needs not being met. This has recently included mental health first aid and support for young people's emotional regulation. As a result, staff and partners have improved their capacity to meet a wider range of needs and have developed a greater consistency of approach.

Staff have developed a wide range of partnerships with agencies and companies in the local community. Partners know young people and their needs well, building pathways which are based around their strengths. They see the school as a partnership hub. As a result, school staff have been able to provide young people with a range of transition pathways to life beyond school, including further education, higher education, voluntary work, and supported employment.

Staff have success in identifying and organising relevant and purposeful work experience opportunities for young people in the senior phase. A few S4 and S5 young people, and the majority of S6 young people, engage in work experience related to their interests across a diverse range of placements. These include Motherwell Heritage Centre, Volvo Café Hospitality and Summerlee Photography. Young people are developing relevant employability skills through these placements. Following these opportunities, across the past four years, almost all young people leaving the school have gone on to positive destinations, including supported courses and employment.

How do you know? What evidence do you have of positive impact on learners?

- Quality of staff PACE planners
- BSquared data
- Level, number and range of National Qualifications
- High percentage of individually matched positive destinations.
- HMIE Inspection Report
- Monitoring and Tracking system within the Senior Phase
- Teachers rated this area as 4.6 so it came out as a solid GOOD rating.

What are you going to do now? What are your improvement priorities in this area?

- **This is part of our AIP as highlighted below:**

AIP Priority 2 - We will undertake a S4/S5 Curricular Review that will ensure the needs of all our learners is at the centre of the curriculum design and development which takes into account local and national guidance. This curriculum will result in strong outcomes for all learners (Year 2).

AIP Priority 4 - The development of clear and shared expectations for high-quality learning, teaching and assessment, to provide consistently high standards of practice across all classrooms. By embedding a culture of professional collaboration and moderation, we will ensure consistency in the planning, delivery and evaluation of learning experiences. This will enable staff to make robust, valid and reliable judgements that support high-quality learner progress and attainment over time.

Section 5: NIF Quality Indicators: Summary (Submission June 2025)

This information will be collected via a Glow form and therefore head teachers can decide whether to complete this section for internal use, or record this information via the GLOW form only.

Assigning levels using quality indicators

School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6-point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	Good	--
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	--
3.2 Raising attainment and achievement	Good	Good

Key priorities for improvement planning next session

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).

School Priority 1:

All young people will benefit from planning and practice which reflects local and national priorities to best meet their needs including use of Wellbeing App, GIRFEC paperwork, NLC Transition policy and GIRFME plans (Year 2).

School Priority 2:

We will undertake a S4/S5 Curricular Review that will ensure the needs of all our learners is at the centre of the curriculum design and development which takes into account local and national guidance. This curriculum will result in strong outcomes for all learners (Year 2).

School Priority 3:

To review the Vision, Values and Aims for the school to ensure that all views are considered and that they are relevant and meaningful to all within Firpark Secondary and we have shared ownership.

School Priority 4:

The development of clear and shared expectations for high-quality learning, teaching and assessment, to provide consistently high standards of practice across all classrooms. By embedding a culture of professional collaboration and moderation, we will ensure consistency in the planning, delivery and evaluation of learning experiences. This will enable staff to make robust, valid and reliable judgements that support high-quality learner progress and attainment over time.

Appendix 1**SCHOOL BASED COUNSELLING MONITORING FORM (One submission per cluster)**

(Submission Dates: Dates: 4th October, 6th December, 21st March and 13th June 2025.)

THIS SECTION SHOULD **ONLY** BE SUBMITTED BY THE CLUSTER CHAIR/SECONDARY HEAD TEACHER ON BEHALF OF THEIR CLUSTER. **ONE** COPY OF THIS FORM SHOULD BE SUBMITTED, IN LINE WITH AIR SUBMISSION DATES – **4th October, 6th December, 21st March and 13th June 2025.**)

TO THE QISSIP-SIR@northlan.gov.uk MAILBOX. Please also copy Merle Lang langmerle@northlan.gov.uk into your return.

THESE SUBMISSION WILL SUPPORT FINANCIAL PLANNING AND FACILITATE GOOD PRACTICE FOR AUDITING PURPOSES. SUBMISSIONS WILL ALSO ALLOW FOR TARGETED SUPPORT TO ENSURE EQUITABLE CLUSTER PLANNING AND PROVIDE A VEHICLE FOR COLLECTING OBSERVATIONAL EVIDENCE OF THE IMPACT OF THE SERVICE. (AN EXEMPLAR OF THIS FORM IS AVAILABLE ON THE HEAD TEACHER SHAREPOINT.)

Cluster Name:Braidhurst

Counselling in Schools Monitoring Sheet Session: 2024-25

Term 2024/2025

Submission Date June 2025

Financial Summary

2023-24 SG Funded Allocation	£15,000
Projected spend	£15,000
Fund Balance	£0

<u>Provider</u>	<u>Start date</u>	<u>End date</u>	<u>Number of days per week</u>	<u>Total Cost</u>	<u>Notes</u>
<u>Liber 8</u>	<u>August 2024</u>	<u>June 2025</u>	<u>2</u>		
TOTAL				£15000	
BALANCE				£0	

INTERVENTION SUMMARY

INTERVENTION	IMPACT (Please include the following: planning, distribution throughout cluster, impact to date (initial observations & assessments)	SUMMARY
Counselling		Effective use of counselling budget within the school to best meet the needs of our pupils. Support strategies are distributed as relevant and required to staff by Targeted Support lead to ensure that long term positive impact for

		pupils. Regular communication with parents / carers and ongoing check ins as required.

Current Legered spend	£15000
Completed by	Ian McGurk
Date	20/6/25

Appendix 2

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, <u>survival</u> and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, <u>belief</u> and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: <u>Personalised</u> support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, <u>equality</u> and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life	NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and <u>wellbeing</u> ; 3. Closing the attainment gap between the most and least disadvantaged children and young <u>people</u> ; 4. Improvement in skills and sustained, positive school leaver destinations for all young people
Article 19 - protection from violence, <u>abuse</u> and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, <u>sale</u> and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights	PEF INTERVENTIONS 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a <u>high quality</u> learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact Education and Families Priorities 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups	5. Improvement in attainment, particularly in literacy and numeracy. NIF Drivers 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information
Developing In Faith <i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i>		
1. <u>Honouring</u> Jesus Christ as the Way, the <u>Truth</u> and the Life 2. Developing as a community of faith and learning 3. Promoting Gospel Values 4. Celebrating and Worshiping 6. Serving the common good.		