



Driving Equity and Excellence

Improvement Checkpoints and Reports

Session 2020-21

<i>School:</i>	<i>Firpark Secondary</i>
<i>Cluster:</i>	<i>Braidhurst</i>

School Improvement Report

Context of the school:

This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school roll 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); and outcomes from authority review/inspection etc.

Firpark Secondary 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. 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.

School 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.

Pupil Equity Fund (PEF)

Pupil Equity Fund (PEF) money has been used in the following ways;

2 Principal Teachers to support Digital Learning & Health & wellbeing.

To purchase ICT equipment to be used to promote digital literacy & numeracy across the Curriculum.

To provide a range of mental health supports.

External support

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

Within Firpark Secondary 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 school mini-buses to enable our pupils to access the local and wider community.

Review of progress for previous session

This section should evaluate the impact of the current School Improvement Plan (SIP) priorities. It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.

School Priority 1: We will continue the review of the Broad and General Education. **Year 2**

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
3. Improvement in children's and young people's health and wellbeing	2. Teacher Professionalism	3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing	1.1 Self Evaluation for Self Improvement	2. Social and Emotional Wellbeing	Choose an item.	Choose an item.
4. Improvement in employability skills and sustained positive destinations	3. Parental Engagement	4. Improvement in employability skills and sustained positive school leaver destinations for all young people	1.3 Leadership of Change	3. Promoting healthy lifestyles	Choose an item.	Choose an item.
Choose an item.	5. School Improvement	Choose an item.	2.2 Curriculum	5. Promoting a high quality learning experience	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	3.1 Ensuring wellbeing	7. Using Evidence and Data	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	3.3 Increasing Creativity and Employability	8. Employability and skills development	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	10. Engaging beyond the school	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Evaluative Statement & Actual Impact/Evidence (October)

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

Curricular information gathered from three ASN schools to allow us to compare our content to a certain extent. Initial discussion on 'pupil voice' element and starting to gather examples from within the working party. Starting to look at appropriate policy documentation to ensure work grounded in local and national practice.

Through this we have gathered an overview of curricular models across the ASN sector.

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

Develop curricular review template

Evaluative Statement & Actual Impact/Evidence (January)

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

Draft curricular review template distributed to all teachers and feedback collated for working party. Overall, very positive feedback and we will look at the next steps in terms of refining the template, constructing the pupil template and looking at the process for completing these at the working party meeting on 2nd March.

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

Meetings to be scheduled for curricular review group.

Evaluative Statement & Actual Impact/Evidence (May/June)

Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)

Individual Curricular Review carried out by all staff and a collective one for English and Maths. These will be heavily linked to the PRD process and time will be allocated within three of the in-service days next session for staff to effectively record how their own 'Improvement Plan' is progressing. The Working Party summary notes chart the journey through the year and all Curricular Reviews are held centrally. A lot of background reading was undertaken by staff as an additional six hours was identified to support this work and this provided a better base knowledge. Clear views were gathered in terms of embedding pupil voice and identifying the impact of it in planning next steps. These will mainly be incorporated within PACE Planners for next session.

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

We will look again next session as to whether we need a full school pupil review of the curriculum or whether we have sufficient implementation within each subject

School priority 2a : Identified pupils will access enhanced provision to support their development within health and wellbeing through the use of Public Equity Funding (PEF). Year 4 of development

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	4. Assessment of Children's Progress	1. Improvement in attainment, particularly literacy and numeracy	2.2 Curriculum	1 Early Intervention and Prevention	<i>Choose an item.</i>	<i>Choose an item.</i>
2. Closing the attainment gap between the most and least disadvantaged children	5. School Improvement	2. Closing the attainment gap between the most and least disadvantaged children	2.3 Learning, Teaching and Assessment	4. Targeted Approaches to Literacy and Numeracy	<i>Choose an item.</i>	<i>Choose an item.</i>
4. Improvement in employability skills and sustained positive destinations	6. Performance Information	4. Improvement in employability skills and sustained positive school leaver destinations for all young people	2.4 Personalised Support	5. Promoting a high quality learning experience	<i>Choose an item.</i>	<i>Choose an item.</i>
<i>Choose an item.</i>	<i>Choose an item.</i>	<i>Choose an item.</i>	3.1 Ensuring wellbeing	6. Differentiated Support	<i>Choose an item.</i>	<i>Choose an item.</i>
<i>Choose an item.</i>	<i>Choose an item.</i>	<i>Choose an item.</i>	3.2 Equality and Inclusion	7. Using Evidence and Data	<i>Choose an item.</i>	<i>Choose an item.</i>
<i>Choose an item.</i>	<i>Choose an item.</i>	<i>Choose an item.</i>	<i>Choose an item.</i>	8. Employability and skills development	<i>Choose an item.</i>	<i>Choose an item.</i>
<i>Choose an item.</i>	<i>Choose an item.</i>	<i>Choose an item.</i>	<i>Choose an item.</i>	<i>Choose an item.</i>	<i>Choose an item.</i>	<i>Choose an item.</i>

Evaluative Statement & Actual Impact/Evidence (October)

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

Targeted support programmes are underway for identified pupils. This procedure is more robust due to the Targeted Support Grid. This has been rolled out to staff and information on programmes can be found in staff shares. Work with outside agencies has also started. Liber8 counselling service is now in twice weekly and is currently working with 11 pupils. Meetings have also been held with health, SALT, Ed Psy. Etc to discuss pupils and level of support required. This has allowed us to identify lead people and to carry out any action points. This will

be reviewed on a regular basis.

Training for ASNAs has been undertaken. We currently have 8 ASNAs who have completed their foundation course in Talking Mats. 2 staff members have already carried out their own Talking Mat with given pupils themselves, Quote from one "Can't believe I have got so much information from something that appears so simple" Further training will be rolled out over the coming year to include teachers and SMT. ASNA's also attended 2 training sessions with the Three Sisters Consultancy. This was based on Body Image, Self Esteem and Mental Health & Sex and Gender Identity. These were completed on the in-service day – Evaluations to follow.

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

This format will also move into the senior phase over the next few months.

Planning stage with Three Sisters re parental input and the best way to offer this under the current restrictions

Evaluative Statement & Actual Impact/Evidence (January)

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

Targeted support programmes on hold for identified pupils due to current restrictions, although they have been carried out for those who have come in under key worker/vulnerable status. As these programmes have not been able to be carried out weekly phone calls to offer support to both families and pupils have been made. This has allowed relationships to build, and it is hoped this will continue. The Targeted Support Grid continues to be monitored and updated (BGE/Senior Phase Teams File), with all stakeholders meeting on a regular basis. Again, some actions are on hold due to current restrictions, but it is hoped this will change by the next update. Progress is being made on a similar Targeted Support Grid for Senior Phase and should be finalised by the next update. This will be rolled out to staff and information on programmes can be found in staff shares, with updates accordingly. Some pupils are now back within our Universal Support Level and are being monitored. Programme information and strategies have been shared with staff on school shares.

S.B. attended NLC Health and Well-being meetings for the Braidhurst Cluster. This is a long-term project, looking at young people's mental health and family engagements. We will be involved in Come Dine with me and sessions with the Wellness Hub in Motherwell. These projects are in the planning stages and should be finalised by the Easter holidays, and should start after this if current restrictions allow.

We have run the Coffee and Cake with Corrie as a face to face and this was very successful. It is hoped to work with the new Home Link Officer to build a robust and sustainable parental training programme.

Training has been continuing for staff with them accessing NLC online Modules, and training offered by NLTC through Teams and Glow. The engagement in this has been high and again will be evaluated once current restrictions are lifted. Further information will be added in the next update. I have signposted staff to various training programmes to help them support their own development and in school projects.

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

Virtual parental training will start in April with Coffee and cake with Corrie (April 21) and Autism and Change (May 21). This is the first time we have ran virtual parental workshops, so will evaluate once they have been completed.

S.B. currently looking at training options for We Eat Elephants and Boxhall Profiling. Will carry out another training audit, before the summer holidays to identify strengths and gaps. This will allow for sustainable planning for the next academic year.

Talking Mats training will be undertaken for Ed Psychology, SALT and our school counsellor. It is hoped to have this completed by Summer if current restrictions allow. Further Talking Mats training for designated teachers will also be completed within that time frame.

Evaluative Statement & Actual Impact/Evidence (May/June)

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

Targeted support programmes resumed as soon as restrictions allowed. This has included some joint working with our Educational Psychologist on the 'Homunculi Programme'. This work has proved to be successful, and it is hoped to carry out more programmes/interventions in the next academic year, if current circumstances remain the same. All pupils have now been returned to the universal level of support, with support proformas including strategies in the staff shares folder which all staff have access to.

I am currently liaising with our Home Support Officer, to look at what programmes we have which pupils can access as well as for parents. The plan for this year was to have a training programme in place for parents to undertake this year. However, that had to be put on hold due to Covid. We did run 2 virtual training sessions with parents in conjunction with the Three Sisters Consultancy and this proved to be very successful with over 25 parents attending over the 2 sessions. The parental feedback was tremendous and was immediate due to the chat function (See comments). Parents were also able to ask Corrie their own private questions and get support/information there and then. Information from these sessions was given out to all those who attended. Due to this success, we will continue to offer virtual training as well as in person (when restrictions allow). This will form part of the parental training programme. Another member of staff and I have undertaken Talk Do Learn training to be facilitators. This is a money/financial programme for parents which we had hoped to run this year, but restrictions have prevented this. We will be adding into the training programme for next year.

Our partnership working with Liber8 has continued to go from strength to strength. We have had 14 pupils referred, with 10 completing programmes (some pupils were not emotionally ready or no longer wished to participate). These weekly sessions with updates to myself and senior management have been very useful. Although session information is confidential, we have shared what information/strategies we are allowed to with staff. Reports from the counselling service will be added to pupil files before the end of this academic year. All pupils will be discharged before the summer holidays, with new pupils already being identified for the next academic year. As part of the Scottish Government funding, we have been granted a substantial amount of money for counselling next year. We will continue with Liber8 and will be looking to see if we can offer some parental training also.

I have been liaising with our Home Support Officer re training for parents and staff, we are looking to conduct an audit of all the services/programmes that are currently offered. This will allow us to identify any gaps and look at appropriate training in order to build for sustainability. As part of this training, I have undertaken Place 2 Be training and Talk, Do, Learn training to name a few. I hope to be going on the LIAM training and I am currently looking at an introduction to counselling in the next academic year. Talking Mats training has also continued and currently 8 multi agency staff including our Ed Psychologist, SALT, Home Support Officer and counsellor have undertaken session 1. Session 2 will be completed over the Summer Holidays. As restrictions ease, this training will be offered to the remaining staff within Firpark over the next academic year. Talking Mats training has also been rolled out to other ASN establishments who have also completed session 1 and will complete session 2 after the Summer Holidays.

We are currently reviewing how pupils are referred for Targeted Support including referrals to our Home Support Officer. This is part of an ongoing review, including the monitoring and tracking within the Targeted Support Grid for both BGE and Senior Phase.

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

We are reviewing all our processes to make sure they are as robust as they possibly can be and in line with current local and national guidelines. It is hoped this review will take place before the next academic year and that any action points will be carried out in the new academic year.

School Priority 2b: Identified pupils will access enhanced digital provision to support their development within literacy and numeracy through the use of Public Equity Funding (PEF). **Year 4 of development.**

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	4. Assessment of Children's Progress	1. Improvement in attainment, particularly literacy and numeracy	2.2 Curriculum	1 Early Intervention and Prevention	Choose an item.	Choose an item.
2. Closing the attainment gap between the most and least disadvantaged children	5. School Improvement	2. Closing the attainment gap between the most and least disadvantaged children	2.3 Learning, Teaching and Assessment	4. Targeted Approaches to Literacy and Numeracy	Choose an item.	Choose an item.
4. Improvement in employability skills and sustained positive destinations	6. Performance Information	4. Improvement in employability skills and sustained positive school leaver destinations for all young people	2.4 Personalised Support	5. Promoting a high quality learning experience	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	3.1 Ensuring wellbeing	6. Differentiated Support	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	3.2 Equality and Inclusion	7. Using Evidence and Data	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	8. Employability and skills development	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Evaluative Statement & Actual Impact/Evidence (October)

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

Majority of staff becoming comfortable with using Teams and additional training undertaken.

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

Continue individualized staff training on using Teams

Evaluative Statement & Actual Impact/Evidence (January)

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

As a result of all staff and pupils having dedicated iPads, during this lockdown all pupils had the ability to access work at home on these and staff were able to see what accessibility issues pupils had using their own iPads. This resulted in a much higher level of engagement than in the previous lockdown (information sent to the Authority) and accessibility issues easily resolved as everyone using the same device. Staff have massively upskilled and are delivering lessons and work successfully to pupils both at home and in school.

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

Reading interventions have been impacted as not easily delivered online, but this will be picked back up when pupils back in school

Evaluative Statement & Actual Impact/Evidence (May/June)

During period of home learning (Jan-March) all work was sent home in accessible formats for pupils to complete, leading to much higher levels of pupil engagement with staff and parents being given weekly tips to support them with delivery of learning digitally. Parents and pupils were supported with telephone calls and doorstep visits where necessary. Staff were surveyed in June to see if levels of delivery for class work in an accessible digital format had continued for those pupils who are identified as requiring this to remove some of the barriers to their learning.

- 20.7% of teachers deliver 100% of their work in an accessible format for pupils identified as needing support*
- 24.1% of teachers deliver over 80% of their work in an accessible format for pupils identified as needing support*
- 17.2% of teachers deliver over 50% of their work in an accessible format for pupils identified as needing support*
- 24.1% of teachers deliver less than 50% of their work in an accessible format for pupils identified as needing support*
- 13.8% of teachers never deliver their work in an accessible format for pupils identified as needing support*

Those staff never delivering digitally when pupils in school teach practical subject where no paperwork is usually needed to be completed

Those staff delivering less than 50% stated that the internet issues in school was a major factor as to why they did not do this.

Pupil engagement levels sent to the Authority.

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

The Literacy interventions (Fresh Start, RTIC) were hit badly during lockdown and will be continued into next session. When the identified pupils have completed these they will be re-assessed to measure the impact of these. The results of teacher judgement literacy gains of the pupils for this session can be found in the Bsquared data.

The interventions used to attain priority in Numeracy was greatly hampered by Covid. This will be re-addressed in the Math's Department Improvement Plan.

School Priority 3: *Pupils will benefit from the continued development of Monitoring and Tracking, Planning and Assessment Moderation system within the Broad and General curriculum to facilitate the recording of progress and identify areas for development. Year 4*

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	2. Teacher Professionalism	1. Improvement in attainment, particularly literacy and numeracy	1.1 Self Evaluation for Self Improvement	4. Targeted Approaches to Literacy and Numeracy	<i>Choose an item.</i>	<i>Choose an item.</i>
2. Closing the attainment gap between the most and least disadvantaged children	4. Assessment of Children's Progress	2. Closing the attainment gap between the most and least disadvantaged children	2.3 Learning, Teaching and Assessment	5. Promoting a high quality learning experience	<i>Choose an item.</i>	<i>Choose an item.</i>
3. Improvement in children's and young people's health and wellbeing	5. School Improvement	3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing	2.4 Personalised Support	6. Differentiated Support	<i>Choose an item.</i>	<i>Choose an item.</i>
4. Improvement in employability skills and sustained positive destinations	6. Performance Information	4. Improvement in employability skills and sustained positive school leaver destinations for all young people	3.2 Equality and Inclusion	7. Using Evidence and Data	<i>Choose an item.</i>	<i>Choose an item.</i>
<i>Choose an item.</i>	<i>Choose an item.</i>	<i>Choose an item.</i>	<i>Choose an item.</i>	<i>Choose an item.</i>	<i>Choose an item.</i>	<i>Choose an item.</i>

Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Evaluative Statement & Actual Impact/Evidence (October)

S1 pupils were initially baselined using the transition documents from primary school. Teachers used weeks 1-6 to get to know pupils and confirm baseline. This step is crucial in tracking progress through the broad and general.

New transfer pupil was baselined in S3. This was also the first year that 2 pupils from a primary feeder school transferred their assessment data on BSquared. This transfer of information gave teachers a great depth of knowledge on the curriculum content covered in primary and teachers knew exactly which level they were working at within the curriculum for excellence levels.

All new staff trained on the system except A.G. who came from a school who already used the system which was greatly beneficial in support and knowledge.

Pupils in S1 were signed up and logged on to Evisense. Having pupils take ownership of their own evidence has been empowering for pupils. 1.1 was not set up due to staff absence in December.

I joined Pupil Voice working party to look at how pupil voice and evisense could work in partnership.

1st update complete by 20/12/20 This will give a good baseline on progress particularly if restrictions change and schools go to blended learning.

BSquared working Party set up to support the implementation S1-3, 2 staff aspiring to be PT's and looking to widen their knowledge on our assessment and moderation system.

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

Train new staff on use of evisence.

Class 1.1 not trained to use due to staff absences and Covid-19 lockdown. Will train when back in school

Working party meetings vital to the setup with staff devices and training S2's S3's not set due to covid-19

Reschedule Moderation event

Evaluative Statement & Actual Impact/Evidence (January)

Staff were all made administrators so that they could edit pupils' posts and link to connecting steps. This has cut down time for staff.

Due to guidance changing and Staff/ pupils working from home staff were asked to update where possible. Around 2nd update now changing due to Covid-19 lockdown. Staff to update where possible S1-3 and ensure that the levels are correct for students- particular focus on S3 to support transition to national courses.

This year I created a curricular overview tracking the impact of lockdown on attainment. [Link to file of Teams](#)

What I found was that our PEF students naturally sit higher in attainment levels but when school went into a period of home learning, the rate at which the PEF students were achieving slowed down and the NON PEF cohort students overtook in areas such as English, Maths and HWB where targeted in school support working with these departments is in place in school. Pupils not accessing Curriculum (Home Learning) were identified and invited back into school for targeted support. This confirmed that the interventions and support put in place in school is ensuring progress of all our students.

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

Class 1.1 not trained to use due to staff absences and Covid-19 lockdown. Will train when back in school

May- deliver another evidence training session once students return.

Due to current restriction we have now moved to one moderation event in May in service- this will be done virtually. In small groups online.

Evaluative Statement & Actual Impact/Evidence (May/June)

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

Lockdown has had an impact on the ability to set the parents up in Evisense. I would like to make this a priority for S1-3 parents next year. I think it will strengthen the communication with parents and also make the transition process easier. Connecting steps also has a new version (V5). I would like to train the working party on this and then filter down to the staff. I would like to continue to track the BGE curriculum in the overview and use it for early intervention in partnership with subject teachers.

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

As a school the decision was made to postpone any moderation events due to covid-19 and I would look forward to having those in the next Academic year providing restrictions allow

Key priorities for improvement planning next session

This section should articulate with the school improvement plan for the forthcoming session or planning 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).

We will continue the review of the Broad and General Education

We will continue to develop assessment moderation

We will use Pupil Equity Fund (PEF) money to support the development of Literacy, Numeracy and Health and Wellbeing.

What is our capacity for continuous improvement?

This section should focus on the school's capacity for continuous improvement through self-evaluation, should address Q.I. 1.1 and should describe:

- how the school/centre demonstrates the quality of its commitment to effective self-evaluation for continuous improvement*
- staff, pupils, parents and other stakeholders' effective engagement in the self-evaluation process*
- the effectiveness of arrangements to monitor and track progress using a range of data and information*
- evidence of the impact of improvement planning on learners' successes and achievements*

*During the **academic** year 2020-21 Firpark Secondary undertook numerous self evaluation exercises in relation to continuous improvement.*

Priority 1. "We will continue the review of the Broad and General Education". We have completed numerous self evaluation exercises as we have progressed this priority with pupils, parents, and staff to help ensure a shared understanding of the work we are doing and that it was representative of the requirements of the stakeholders.

Priority 2a. "Identified pupils will access enhanced provision to support their development within health and wellbeing through the use of Public Equity Funding (PEF)". We have conducted a staff training audit to inform future training needs.

Parental feedback from 3 sisters training has been very positive and will inform future training needs.

Liaising with Home partnership worker to audit services and programmes, identify gaps and build towards sustainability.

Review referral processes for targeted support to ensure in line with national guidelines.

Priority 2b: "Identified pupils will access enhanced provision to support their development within literacy and numeracy through the use of Public Equity Funding (PEF)"

Staff were surveyed in June to see if levels of delivery for class work in an accessible digital format had continued for those pupils who are identified as requiring this to remove some of the barriers to their learning.

Priority 3: "Pupils will benefit from the continued development of Monitoring and Tracking, Planning and Assessment Moderation system within the Broad and General curriculum to facilitate the recording of progress and identify areas for development".

An audit of Assessment moderation staff understanding will inform next steps of this initiative.

We monitor and track individual pupil progress S1-3 using Bsquared. This allows us to closely monitor every pupil's progress across the curriculum.

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.

NIF quality indicators

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	5	
2.3 Learning, teaching and assessment	5	
3.1 Ensuring wellbeing, equity and inclusion	5	
3.2 Raising attainment and achievement	4	

Empowerment

Choose an aspect of empowerment (curriculum, improvement activities, parental and community engagement, pupil participation) and write a statement about how this has developed over the course of this session.

Parental Engagement:

This is an area we have been working on in previous years and are gradually building up. The long-term plan is to have a cohesive training programme for parents within each year group/stage. With some training open to all.

This year we ran two very successful parental workshops with the Three Sisters Consultancy. These workshops were virtual and held at night and for all parents.

The subjects 'A gentle Introduction to puberty' and 'Autism and change' were based on information previously gathered from parents. Both workshops were well attended, and parents liked the format and the content. With some parents saying, 'have been to lots of other courses and this is an area that is never talked about, but an area we need to talk about'.

It was felt that as the workshops were virtual and at night, it made it easier for parents to engage as there is no childcare or transport issues therefore making the uptake greater than face to face. We are hoping to continue and develop this parental engagement programme next year. Offering a wider selection of courses, with a mixed delivery of virtual and in person.

This year has seen some very effective new practices implemented due to Covid 19. Digital learning has been improved and employed to the huge benefit of teaching and learning in all areas of the curriculum. Both staff and pupils have honed new skills which will be integral to future teaching and learning. Pupils have been supported throughout lockdown on academic and personal levels. Engagement with parents has been so beneficial on a pastoral level and pupils and parents have felt supported and valued through weekly calls to facilitate both curricular engagement and monitor health and wellbeing of pupils on an ongoing basis.

Innovative programs have been introduced to supplement learning on returning to school. These have included Mindfulness and Meditation workshops to alleviate stress and anxiety in our young people who have struggled with isolation and home schooling. A Resilience through Creativity course for S6 was introduced in the form of Comedy and Confidence to reinforce the importance of meta skills in preparing our young people for life in the work place and independent living.

All of the above have served to empower both our staff and pupils in a year which has thrown more than the occasional curved ball and the ethos of the school is still positive and looking forward to the next challenge

SAC/ PEF CHECKPOINT 2: MAY 2021

Intervention	Impact	Evidence
	<i>Please include the following information: Use of SAC/PEF allocation over the session and any variances from initial plan; impact using evaluative language.</i>	<i>Please indicate what evidence you have collected</i>

<p><i>H&W</i> <i>Identified pupils will access enhanced provision to support their development within health and wellbeing through the use of Public Equity Funding (PEF). Year 4 of development.</i></p>	<p><i>1 PEF PT Remit Pupil support</i> <i>Impact : Individualised monitored pupil support programmes</i></p>	<p><i>Nov . update</i> <i>Programmes well underway. Information for staff can be seen on staff shares.</i> <i>Liber8 engaging with targeted pupils. Teachers aware of pupils using support strategies</i></p>
<p><i>Develop a whole school approach to supporting pupils literacy/numeracy digitally.</i></p>	<p><i>1 PEF PT Remit Development of Literacy and Numeracy</i> <i>Raise whole staff awareness of</i></p> <ul style="list-style-type: none"> <i>• Training available eg Microsoft Educator, Digilearn Scot and Apple Teacher</i> <i>• All learners with reading and writing challenges and making this information available to all staff through Teams and on pupil profiles</i> <p><i>Online Learning Delivery Channel established of Teams</i></p> <p><i>Acting PT (PEF) to coordinate and support staff with Digital Literacy across the curriculum</i></p> <p><i>NLC Digital Champion appointed</i></p> <p><i>All staff and pupils provided with dedicated iPad which can be used both in school and at home in the event of self-isolation or blended learning</i></p> <p><i>Begin working towards the Digital School Award</i></p> <p><i>Staff team to be created to support the delivery of a digital curriculum (both Teaching and ASNA)</i></p>	<p><i>Staff massively upskilled in delivering work digitally.</i></p> <p><i>Staff have volunteered to be on working party. 1st Meeting to be held in December.</i> <i>8/3/21 Working party delayed due to lockdown, hopefully starting in April drawing together what we have learned during lockdown.</i></p>
<p><i>Raise attainment in Literacy S1-3</i></p>	<p><i>Continuation of the Fresh Start reading intervention.</i></p> <ul style="list-style-type: none"> <i>• 3 further teaching staff to be trained in this</i> 	<p><i>3 additional ASNAs trained to deliver Fresh Start and 3 Teachers fully trained.</i></p> <p><i>J.Carson developing RTIC guidance and plans of work for staff</i></p>

<p>Raise attainment in Numeracy S1-3</p>	<ul style="list-style-type: none"> • Additional ASNA's to be trained in Speed sounds to work with learners <p>Develop the RTIC (Read to Improve Comprehension) intervention across S1-3</p> <ul style="list-style-type: none"> • 4 further teaching staff to be trained in delivering this intervention <p>Review the impact of the strategies currently being used, and the staff skillset available, for interventions in Mathematics and Numeracy.</p> <p>Develop, document and implement an updated targeted intervention strategy for Mathematics and Numeracy.</p> <p>Identify opportunities to expand the capability of staff to carry out Numeracy interventions through training and practice</p>	<p>Tracking attainment through use of Bsquared</p> <p>David Campbell leading the Maths Department.</p>
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In order to incorporate as much information as possible into the final report to Scottish Government it would be helpful if you could share any learning on the following:

What has worked well in your overall strategy to achieve impact?

The Freshstart Reading Programme and the Digital Literacy have made a significant impact on how pupils access the whole curriculum. Staff digital training has had a significant impact on staff ability to deliver online learning

The Health and wellbeing initiative has developed a common understanding of how we seek to support pupils. This led directly to eight pupils receiving counselling, and an increase in parents receiving advice and support

What has worked less well or could be improved? All development work has been hampered by Covid 19.

The interventions used to attain priority in Numeracy was greatly hampered by Covid. This will be re-addressed in the Math's Department Improvement Plan.