

Annual Education Report 2020/2021



the good
shepherd centre



Introduction by Education Leadership Team

We are really proud to share our Annual Standards and Quality Report with you. We hope you find this document useful and informative and that it will reflect on our headline successes and improvement priorities from 2020–2021.

The Education Provision within GSC is for secondary aged children and young people who are looked after in the Secure Care Environment. We strive to ensure that all learners are supported and motivated to achieve their academic, social and emotional potential. We work within the Scottish Government's policies and guidelines with a strong focus on 'Getting it Right for Every Child' to ensure that all our learners are supported to be safe, healthy, active, nurtured, achieving, respected, responsible, included and hopeful. We work to provide a range of opportunities that are relevant to their needs, both now and in their post-school destinations.

Through our individualised curriculum and range of additional supports, we provide quality learning systems to meet the needs of each pupil. We strive to support our young people to develop the skills necessary to progress and encourage life-long learning. A vital component of this progression is to build a strong team around the child and develop strong partnerships with parents and carers, to promote consistency of approach across all settings.

I hope it is evident through this report that we actively live our core values of **kindness**, **nurture**, **resilience** and being **rights respecting**. As always, please feel free to contact us at the school if we can provide further information.

Kind regards,



Kenny Collins

A handwritten signature in white ink, appearing to read 'K Collins'.



Leona Donnelly

A handwritten signature in white ink, appearing to read 'Leona Donnelly'.

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Our School

The Good Shepherd Centre (GSC) supports vulnerable young people from the age of 12 up to 18. We offer a place of safety and nurture and a positive, holistic and strengths-based ethos.

Young people are referred to us through the Children's Hearing System and the Criminal Justice System. They have experienced difficulties in their lives, and many will have faced traumatic and harmful situations and may be experiencing psychological distress; mental health problems; and problems coping with managing feelings and day to day life.

Our current school roll and capacity is 27.



Our compliment of education staff is currently 18.6 FTE which includes:

School Leadership Team (4.0 FTE)

Head of Education

Depute Head of Education

2 Principal Teachers of Curriculum and Pupil Support

Teachers (8.8 FTE)

6 Full-Time Teachers

4 Part-Time Teachers

Instructors (2.0 FTE)

1 Outdoor Education Instructor

1 Physical Education Instructor

Classroom Assistants (3.8 FTE)

2 Full-Time Classroom Assistants

3 Part-Time Classroom Assistants

School Support Coordinator (1 FTE)

1 Full-Time School Support Coordinator

This arrangement allows us to provide a broad and balanced curriculum leading to a full range of SQA qualifications and wider achievements.

Ethos and Life of the Centre as a Community

Our school is a vibrant, welcoming and safe place at the heart of the Good Shepherd Community. We aim to provide a happy, nurturing learning environment where all young people feel loved, hopeful, respected and inspired to achieve. We are committed to a rights-based approach, where pupil voice is amplified, and young people are supported to develop wellbeing and resilience.



Values

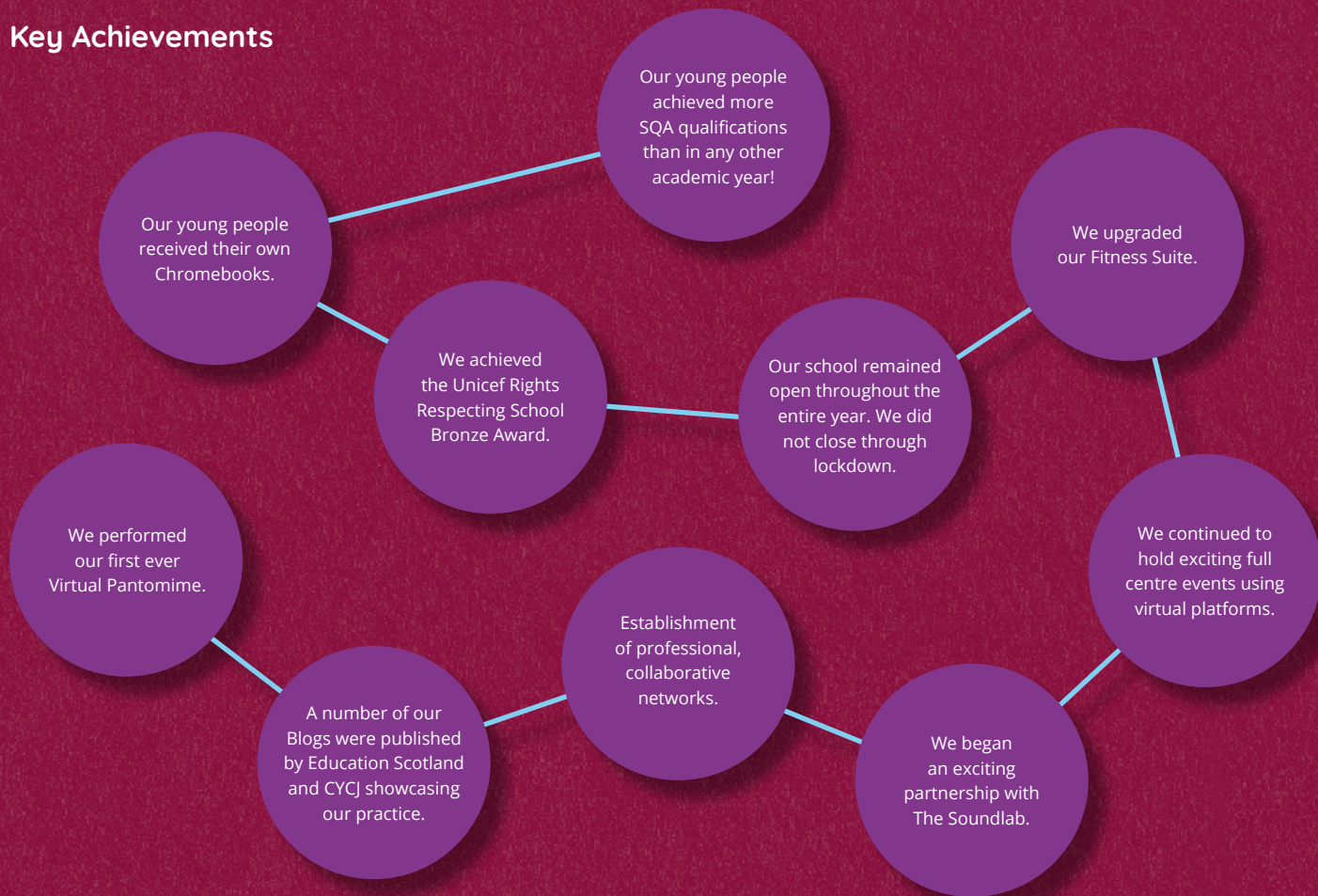
The culture of GSC is built upon our 4 values.

Our values of **Kindness**, **Nurture**, **Resilience**, and **Rights Respecting**, help us to establish the quality and character of our organisation and are at the core of every decision we make as a team. In addition to our core values, 'Hope' has been embedded into our ethos. We believe that without Hope, we cannot achieve our goals.

Our values empower all staff to hold each other to account in a respectful, constructive and productive manner.



Key Achievements



Raising Attainment and Achievement

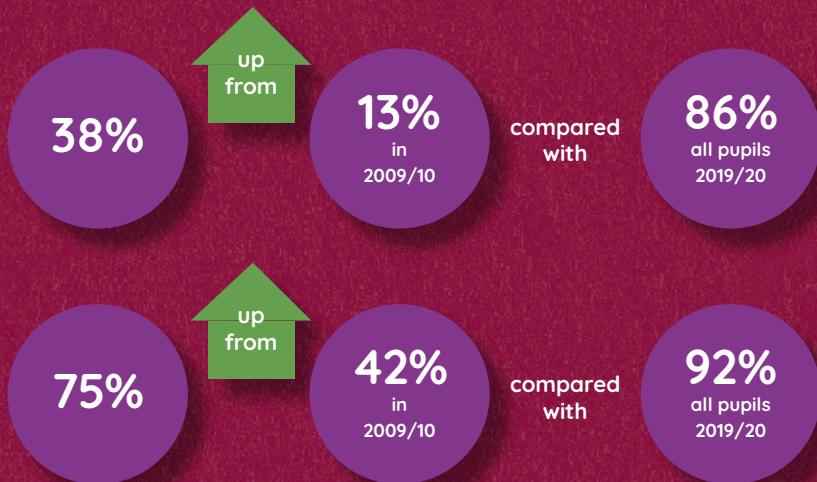
Although the landscape is improving, sadly, it remains the fact, that looked after children in Scotland demonstrate poorer educational outcomes and the acquirement of lower qualification levels than average. We recognise that the GSC provides a “window of opportunity” to reverse the inequity of attainment for our pupils, many of whom have had negative experiences and disengaged from education.

Education outcomes for looked after children have **improved** over the last 10 years.

However, there are still **large gaps** compared with all pupils.

Leaver Attainment

Looked after school leavers with 1 or more qualifications at SCQF level 5.



During our first in-service day, in August 2019, we relaunched our **Good Shepherd Attainment Challenge** based on the data from the previous academic year. By reflecting, one year on, we were happy to have made real progress however there remained some opportunities for improvement.

Our Aims

The aim of the Good Shepherd Centre Attainment Challenge is to ensure that every one of our pupils realises equity and excellence through attainment; by being presented at and achieving the highest standards across all curricular areas, in particular, literacy and numeracy.

- **Increase attainment in literacy**
- **Increase the number of candidates achieving at National 5 and beyond**
- **Provide pupils with appropriate homework**
- **Provide blended learning opportunities to enable independent learning**
- **Maintain robust assessment evidence for every pupil (also supports contingency)**
- **Support pupils to complete full courses within curricular areas**

Factors Affecting Progress

Lockdown has been tough with restrictions on our day to day lives that none of us could have imagined. For young people living in secure care and close support, and our semi-independent cottage; that's meant far fewer freedoms and choices than usual.

- Due to the necessity for cohort teaching and smaller class sizes, our resources were stretched, and we required to operate reduced hours (11–4).
- Restrictions on subject delivery meant that we were unable to host full school inter-disciplinary learning events and we were unable to teach PE.
- We were unable to deliver three key subjects due to teacher absence.
- Despite these challenges we are delighted that we were able to remain open throughout the entire academic year and have never had to close the school, nor revert to remote learning. Careful planning and stringent safety systems allowed our pupils to continue to attend in person, including throughout July and August, for our Summer School programme.

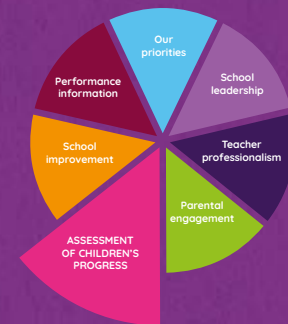


Assessment of Children's Progress

Our Assessment of children and young people's progress includes evidence on what children and young people learn and achieve throughout their education and how well this prepares them for life beyond school.

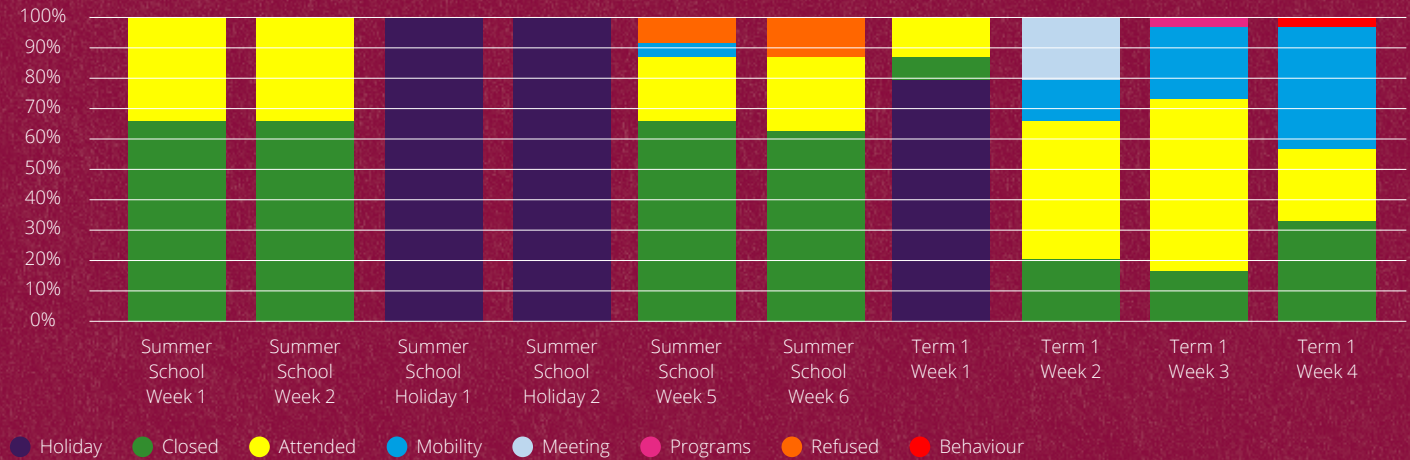
This includes achievement of Curriculum for Excellence levels, skills, qualifications and other awards, and achievement of positive and sustained destinations.

Progress in learning for children and young people with complex additional support needs is evaluated at an individual level, through agreed plans and personalised next steps.

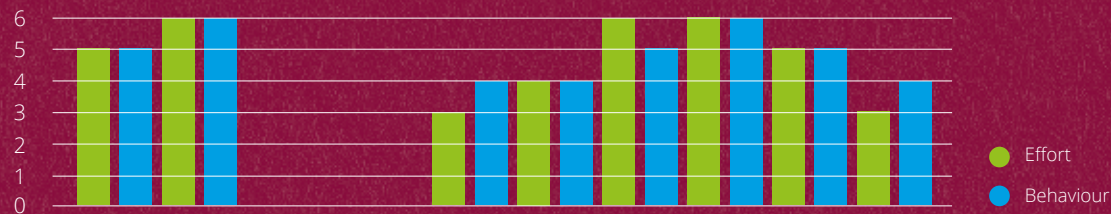


Example of the data we collect...

Individual Attendance Breakdown

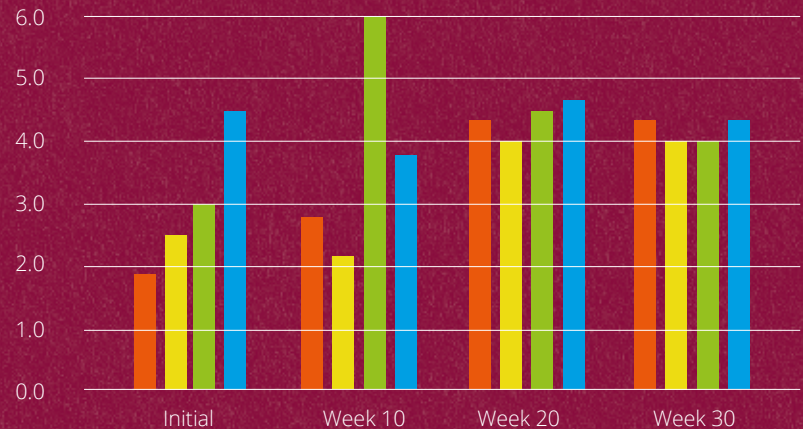


Behaviour and Effort Scores (10 Weeks)



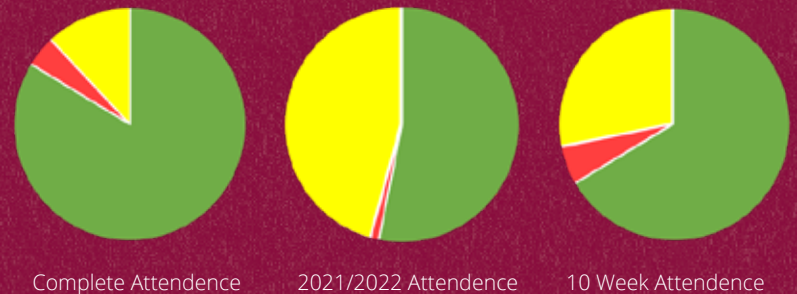
Individual Progress through National Priorities

- Improvement in Attainment
- Closing the Attainment Gap
- Improving Young People's Health & Wellbeing
- Improvement in Employability Skills



Individualised Picture of Attendance over an academic year, 10-week period & duration of placement

- Attended
- Missed
- Other



Individual Attainment Breakdown

Qualification Attainment						
Subject	Qualification	Unit	Level	Grade	Date	GSC Awarded
Maths	Application of Maths	Manage Money & Data	N3	Pass	16-Mar-2020	Yes
Employability	Employabilty Award	Preparing for Employment	N4	Pass	15-May-2020	Yes
Employability	Employabilty Award	Dealing with Work Situations	N4	Pass	15-May-2020	Yes
Media	Media	Creating Media Content	N3	Pass	15-Jul-2020	Yes
Physical Education	Physical Education	Full Qualification	N4	Pass	04-Aug-2020	Yes

Individualised Summary and breakdown of the Development of Skills for Learning, Life and Work

	SCQF Level	2	3	4	5	H	T
1. Literacy	1.1: Reading	0	0	20	5	0	82
	1.2: Writing	0	0	12	5	0	
	1.3: Listening & talking	4	3	28	5	0	
2. Numeracy	2.1: Number processes	0	12	4	0	0	54
	2.2: Money, time and measure	0	15	4	0	0	
	2.3: Information handling	0	15	4	0	0	
3. Health & Wellbeing	3.1: Personal learning	4	6	32	0	0	93
	3.2: Emotional wellbeing	4	0	12	0	0	
	3.3: Physical wellbeing	0	0	0	0	0	
	3.4: Making choices and changes	0	3	28	0	0	
	3.5: Relationships	4	0	0	0	0	
4. Employability, Enterprise & Citizenship	4.1: Employability	0	18	12	0	0	125
	4.2: ICT	0	12	8	0	0	
	4.3: Working with others	0	6	12	0	0	
	4.4: Enterprise	0	0	8	0	0	
	4.5: Leadership	0	0	0	0	0	
	4.6: Citizenship	0	0	44	5	0	
5. Thinking Skills	5.1: Remembering	0	6	16	0	0	206
	5.2: Understanding	0	30	44	0	0	
	5.3: Applying	4	30	44	5	0	
	5.4: Analysing & evaluating	0	6	12	5	0	
	5.5: Creating	0	0	4	0	0	
Totals		20	162	348	30	0	560

Individualised Developing Young Workforce Database

Wider Achievement Awards											
British Gymnastic Awards			Duke of Edinburgh (Bronze)			Velotech			Miscellaneous Awards		
Level	Status	Date	Level	Status	Date	Level	Status	Date	Award	Status	Date
1	Passed	08-Oct-21	Skills	Passed	02-Dec-21	Red	Started	01-Sep-21	Saltire Award	Started	17-Aug-21
2	Passed	08-Oct-21	Physical	Passed	02-Dec-21	White			C.P.R. (Heart Start)	Passed	11-Nov-21
3	Passed	08-Oct-21	Volunteer	Passed	02-Dec-21	Blue			BIAB Licensed Premises		
4	Passed	08-Oct-21	Expedition			Dynamic Youth Awards			BIAB Customer & Drinks		
5	Passed	08-Oct-21	Duke of Edinburgh (Silver)			Level	Status	Date	Koestler Award	Passed	01-Dec-21
6			Level	Status	Date	1 Star (5 Hr)	Passed	16-Nov-21	World Host		
7			Skills	Passed	12-Jun-21	2 Star (16 Hr)			Bikeability	Started	17-Nov-21
8			Physical	Passed	12-Jun-21	3 Star (51 Hr)			Comedy in Confidence		
9			Volunteer	Started	17-Aug-21	4 Star (101 Hr)					
10			Expedition			5 Star (250 Hr)					
Sports Leaders Award			John Muir Award			Youth Achievement Awards					
Level	Status	Date	Level	Status	Date	Level	Status	Date			
1			Discovery	Passed	14-Sep-21	Bronze	Started	01-Sep-21			
			Explorer			Silver					
			Conservation			Gold					

Attainment Data

We reflected upon our performance this year, not just against last year's statistics, but across a ten-year period, in order to fully understand any trends or patterns. Beside each year, is the total amount of SQA units delivered by the school.

Year	SCQF Level 2	SCQF Level 3	SCQF Level 4	SCQF Level 5	Total SQA Units
2011–2012	0	108	29	0	152
2012–2013	17	127	126	4	313
2013–2014	3	100	38	0	152
2014–2015	12	151	96	9	265
2015–2016	24	60	63	11	165
2016–2017	0	121	82	4	207
2017–2018	11	60	52	4	127
2018–2019	21	91	91	8	211
2019–2020	46	96	143	0	285
2020–2021	51	138	170	4	363

2019–2020 saw the Introduction of our Education Department restructure, formation of the new Education Leadership Team, and creation of updated Quality Assurance of Qualification Systems.

2012–2013 was a very good year for attainment, however the robust Quality Assurance systems were not in place at this time. It is noteworthy that the highest achieving subject that year was Creative Digital media with 46 Int 1 (N4) Units.

2015–2016 was an inspection year and it is evident that attainment dipped following this (the inspection was in January).

Interestingly, until 18–19, after every increase in attainment throughout an academic year, there was a subsequent and significant decrease the year after.

Since the introduction of our new structure and Quality Assurance systems, there has been a solid increase in attainment year-on-year. In the last 2 academic years our young people achieved more SQA qualifications than they did over a three-year period (2016–2019) despite the pandemic, less staff, a shorter school day, subject restrictions and several lockdowns. Last year's SQA attainment was the highest our young people have ever achieved!

Wider Achievement Data

The number of wider achievements that were delivered and awarded were affected significantly by factors outwith our control.

- The amount of distance learning courses offered to us by West College Scotland was significantly reduced.
- Trampolining was not permitted for the majority of the year, due to Covid-19 restrictions.
- Many components of the Duke of Edinburgh Award could not be facilitated due to restrictions and absence.
- Our external partners were unable to join us on campus to facilitate alternative awards.
- Heartstart/CPR could not be facilitated for safety reasons.

We were however able to ensure that:

- 36 young people received a British Gymnastics Award
- 4 young people received a Bronze Duke of Edinburgh Award



School Improvement

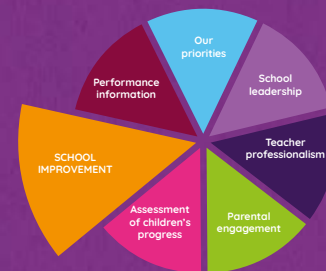
At the GSC, we have a SIP (Service Improvement Plan) and a SchIP (School Improvement Plan). This data is based on the SchIP only.

Our focus has been to develop and enhance our learning, teaching and assessment to ensure that young people have the best possible chance of achieving during their time at the Centre.

Evaluating learning, teaching and assessment and the quality of what goes on in our classrooms, lets us know how good the experience is for children and young people, as we strive towards excellence for all.

Our classroom observations this year included a reflection on pedagogical style and we asked all practitioners to reflect on this and engage in professional dialogue regularly.

Our self-evaluation averages for self-reflection, peer reflection and Education Leadership classroom observations are as follows:



Our approaches for assessing and monitoring children and young peoples' progress across senior phase the broad general education are improving, and we have spent considerable time and thought designing our bespoke tracking systems. Through our quality assurance systems supported by the ELT, teachers are using a broader range of assessment evidence to evaluate children and young peoples' progress in their learning.

We want to continue to improve and develop so that more children and young people experience very good and excellent experiences by expanding on our working relationships with partners and development professionals.

Self-Reflection	Very Good
Peer Observation	Very Good
Education Leadership Observations	Very Good

Progress against Improvement Plan Priorities

NIF Priority: Improvement in attainment, particularly in literacy and numeracy.

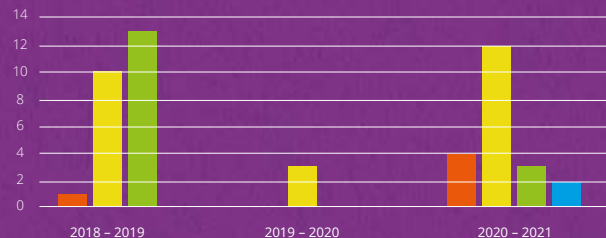
Number of Strategies		6
Progress	Developing	2
	Consolidating	2
	Secure	2
	Undefined	0



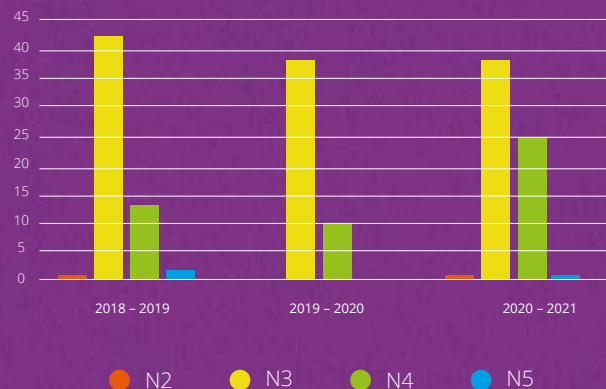
Our commitment to improving attainment in literacy and numeracy can be demonstrated through the graphs, demonstrating an increase in National 2, 3, 4 and 5 units in English from the previous year. The introduction of a new English teacher for the last quarter of 2020–2021 and the temporary reallocation of our social subjects teacher supported this improvement.

Notably, we also saw an increase in N2, N4 & N5 units in Maths, which remains our highest achieving subject area.

Literacy



Numeracy



Strategy 1. (Secure)

Create a Team to develop and improve our Quality Assurance systems of National Qualifications.

Write a new quality assurance policy.

Development of bespoke Quality Assurance Toolkit.

Delivery of QA training to new team.

NIF Driver(s)

- Assessment of Young People's progress
- School Improvement

HGIOS74 QIs

- 1.2 Leadership of Learning
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement

Progress and Impact

The SQA Coordinator updated the Quality Assurance of Qualification Policy and process, created training and delivered to the new team of four. All teachers engaged in a collegiate training event to inform them of the changes and engaged in the updated system, where they met with their mentor through standardisation and verification during/after delivery meetings. The changes mean our quality assurance of qualification systems are now more rigorous and this encourages confidence in approach to assessment and assessment judgements amongst teachers.

Evidence of Progress

- QA of Qualifications Training and Development
- Development of new toolkit
- New QA Policy
- Developed Staff Training
- Standardisation / IV Meetings

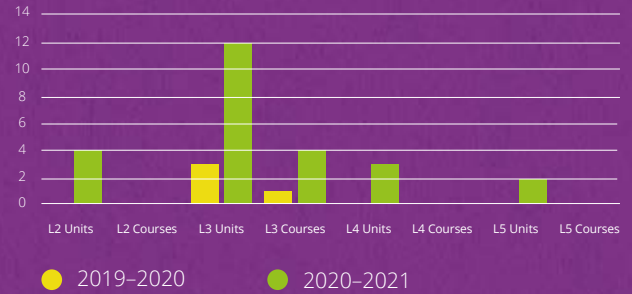
Next Steps

Further expand the QA team and source SQA Verification training for full QA Team. QA Team were previously booked on to this training however the SQA cancelled it due to Covid.

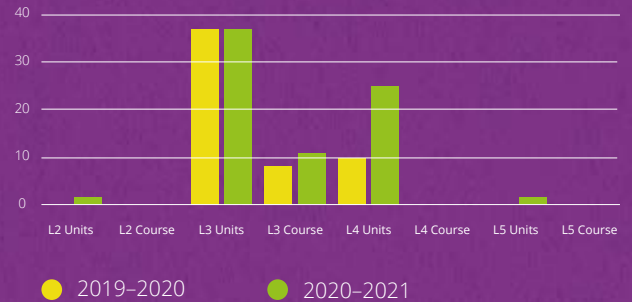
Strategy 2. (Secure)	
Increase opportunities for pupils to attain at N2 and N5 level in Mathematics and English.	
NIF Driver(s)	HGIOS?4 QIs
<ul style="list-style-type: none"> • School Leadership • Teacher professionalism • Assessment of Children's Progress • School Improvement • Performance Information 	1.2 Leadership of Learning 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 2.4 Personalised Support
Progress and Impact	
<p>The graphs on the next page demonstrate an increase in the amount of young people who had the opportunity to attain at N2 and N5 in both subject areas. Last academic year, no young people achieved at this level in either subject area. This year our young people attained four National 2 units and two National 5 units in English, and one National 2 unit and one National 5 units in Maths.</p>	
Evidence of Progress	Next Steps
<ul style="list-style-type: none"> • N2 attainment • Attainment update Term 3 • Networking with ASN school (Merkland) sharing resources • N5 unit obtained 	<p>It is encouraging that we have brought stability to the delivery of English and that as a result, there is an upward trend in attainment. Although our aim was achieved, we will carry this strategy on as part of our Attainment Challenge 2020–2021.</p>



English



Maths



Strategy 3. (Consolidating)	
Update Additional Support for Learning Plan to reflect and incorporate recommendations from the newly published ASN Action plan, including development of classroom assistant role, learning support resources and programmes in more classrooms.	
NIF Driver(s)	HGIOS?4 QIs
<ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress • School Improvement 	<ul style="list-style-type: none"> 1.2 Leadership of Learning 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 2.4 Personalised Support
Progress and Impact	
Young people to have more opportunities for literacy/numeracy/more confident in accessing the curriculum.	
Evidence of Progress	Next Steps
<ul style="list-style-type: none"> • ELT currently Networking with MOSEL 13/11 • Updated the additional support plan on IEP • Long and short targets have been added to IEP for learning support • Liaising with Strathclyde University relating to development of class support role • Links with other schools and increased attainment across the school 	<ul style="list-style-type: none"> • Initial meeting with focus team to develop plans • Move forward with plan with Strathclyde University • Communicate ASN policy to young people • Classroom Assistants to complete training on Initial assessment



Strategy 4. (Consolidating)

Increase attainment in English at every level in senior phase.

NIF Driver(s)

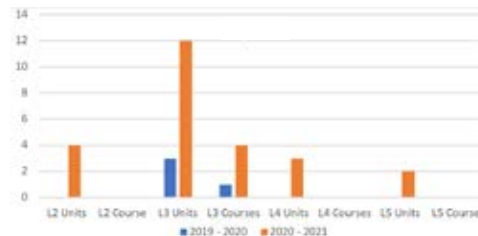
- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- School Improvement
- Performance Information

HGIOS?4 QIs

- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support

Progress and Impact

Our graph demonstrates an increase in every level for English units. It also demonstrates an increase in courses and National 3 and National 4 level.



Evidence of Progress

- As a temporary measure, our curriculum was adjusted to support the delivery of English by redeploying our social subject's teacher after a prolonged period of absence. This is reflected in our Termly and annual timetables.
- We recruited our new English teacher in April 2021.
- Our Annual achievement figures demonstrate this increase.

Next Steps

Although our aim was achieved, we will carry this strategy on as part of our Attainment Challenge 2020-2021. We believe that the appointment of a new full time English teacher provides scope to improve this goal.



NIF Priority: closing the attainment gap between the most and least deprived children

Number of Strategies		8
Progress	Developing	2
	Consolidating	4
	Secure	2
	Undefined	0



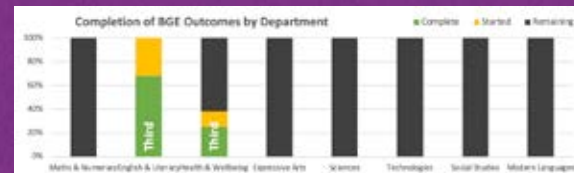
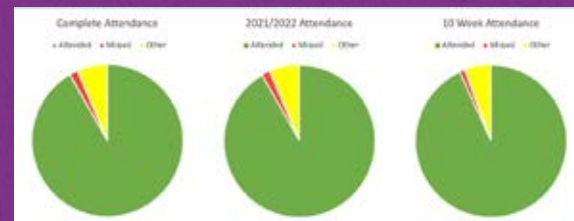
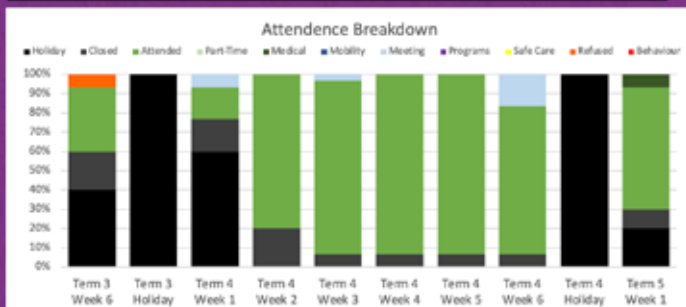
Strategy 1. (Secure)	
Undertake a review and development of existing Management Databases for young people, to ensure we record and utilise all relevant information.	
NIF Driver(s)	HGIOS?4 QIs
<ul style="list-style-type: none"> School Leadership Assessment of Children's Progress School Improvement Performance Information 	1.1 Self Evaluation for Self-Improvement 1.2 Leadership of Change
Progress and Impact	
The new database was developed and implemented last year that consolidated data into one area, making it easier to monitor and track all pupil data.	
Evidence of Progress	Next Steps
<ul style="list-style-type: none"> Electronic Daily Scores spreadsheet New Young People Databases (Work in Progress) B-Squared Scoping Exercise Spreadsheets Available for Each Young Person 	Database to be further developed to incorporate a more user-friendly overview pupil profile with better ability to automate and track attainment and achievement of Senior Phase Qualifications, BGE and Wider Achievements.

We monitor and track pupil progress using our Pupil Database system that records information such as:

- attendance
- attainment & achievements
- skills for learning life & work
- learning across care & education
- developing young workforce.

Name:	XXXX	Key Teacher:	XXXXXXX	Arrived:	15-Oct-21	Left:	
Sex:	Female	D.O.B:	07-Nov-07	Duration:	0 Years, 6 Months, 7 Days		
Age:	14 Years, 5 Months, 15 Days		Authority:	England	School Year:	S2	Yr. 8

Select End Week for 10 Week Attendance	2021/2022 Term 5 Week 1
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Strategy 2. (Secure)	
Stage a recorded pantomime that supports development of literacy skills, communication, reading, writing, listening and talking.	
NIF Driver(s)	HGIOS?4 QIs
<ul style="list-style-type: none"> • Parental Engagement • School Improvement 	2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.3 Increasing Creativity and Employability
Progress and Impact	
<p>Our young people and staff came together to stage and record a pantomime with the help of our media teachers. They not only had great fun, but learned a lot of skills in media production, acting and also built confidence. Young people were able to develop many of their skills for learning life and work through participation including:</p> <ul style="list-style-type: none"> • Reading • Listening and Talking • Working with Others • Leadership • Creating <p>The pantomime was a success and showcased publicly online during the UNCON festival. The full centre enjoyed a celebration during our in-house premiere and were delighted that Karen Dunbar agreed to open the show.</p>	
Evidence of Progress	Next Steps
Auditions complete 12/11/2020 Filming has commenced w.b. 30/11/2020 First edit complete 02/12/2020 Final version showcased to all young people and UNCON centre	



Strategy 3. (Consolidating)	
Create GSC Digital Learning and Teaching Strategy, with appropriate resources and technological access to Improve digital skills for learners and staff.	
School leadership	HGIOS?4 QIs
<ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress • School Improvement 	1.1 Self Evaluation for Self-Improvement 1.2 Leadership of Learning 1.3 Leadership of Change 1.5 Management of Resources to Promote Equity 2.7 Partnerships 3.1 Improve Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement
Progress and Impact	
<ul style="list-style-type: none"> • A partnership was created with Education Scotland and other secure care homes to collegiately create a solution for the digital barriers our young people face in terms of Glow and Office 365. We created a digital proposal. • We were successful in obtaining Chromebooks through the Connecting Scotland Scheme for all of our young people who resided with us at that time. The Chromebooks are the young people's to keep which will assist them with their learning and achievements and provides them with means for digital technology skills. • A collegiate training session helped equip teachers with further skills to use digital technology to support learning and teaching. Their feedback has also been analysed to create a SWOT analysis and inform next steps in improvement for this strategy. 	
Evidence of Progress	Next Steps
<ul style="list-style-type: none"> • Secure Care Teams Network • Teams installed on all laptops • Collegiate training analysis 20/5/21 • SWOT Analysis 	Seek funding to equip every young person with access to a school laptop, on our network, and access to more tablets. Contact Education Scotland to progress Glow solution and update our GSC Digital Strategy, in line with SchIP and SIP.

Strategy 4. (Consolidating)	
Update our school PRD system to place a strong emphasis on professional values, relationships and practice for ALL education staff to foster a valuable engagement in professional standards, including teacher familiarisation with the revised (draft) GTCS standards.	
NIF Driver(s)	HGIOS74 QIs
<ul style="list-style-type: none"> School Leadership Teacher Professionalism School Improvement 	1.1 Self-Evaluation for Self-Improvement 1.2 Leadership of Learning 1.4 Leadership and Management of Staff
Progress and Impact	
<p>We began preparing for the forthcoming GTCS Standards through a number of collegiate training and in-service events in the academic year 2020–2021. Our staff engaged in a number of collaborative activities to reflect upon their own professional knowledge and understanding and become familiar with the new standards. Teachers were also provided with support in regards to Professional Review and Development Meetings and Professional Update. The ELT worked with the EtCS group to develop our new PU & PRD Policy in preparation for our re-validation panel (20th September). These activities supported our teaching staff to engage with the new professional standards, improve quality of teaching to enhance the impact of learning on young people and maintain professionalism.</p>	
Evidence of Progress	Next Steps
<ul style="list-style-type: none"> In-Service Training 19/08/2020 – Coaching Wheel Activity Collegiate Training 15/10/2020 – Professional K&U Audit Collegiate Training 22/10/2020 – Professional K&U Audit Part 2 In-Service Day 16/11/20 – PRD & PU Collegiate Training 19/11/2020 – Engaging with the Standards ELT Engagement with EtCS 16/02/2021 (Framework for Validation) ELT Engagement with EtCS 13/04/2021 Policy finalised and disseminated PRD Meetings–Term 6 and Term 7 Collegiate Training 10/06/2021 – PRD Revalidation Application sent 22/07/2021 	Await feedback from GTCS revalidation panel (20th September 2021)

Strategy 5. (Secure)	
Increase overall attainment in senior phase with an emphasis on ensuring learners study at their potential level, including N2 and N5 Level.	
NIF Driver(s)	HGIOS?4 QIs
<ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • School Improvement • Performance Information 	1.2 Leadership of Learning 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 2.4 Personalised Support
Progress and Impact	
Our attainment data for Senior Phase demonstrates that there was an overall increase in attainment data from this year to last by 27% in single units and 37% in full courses. Our data also demonstrates that this has been the most successful year ever for Senior Phase attainment.	
Evidence of Progress	Next Steps
<ul style="list-style-type: none"> • Attainment Challenge 2020–2021 introduced at In-Service • Collegiate attainment updates • Moderation activities with Merkland • Improved attainment 	Identify areas of improvement from this year's data analysis and embed into GSC Attainment Challenge 2021–2022.

Strategy 6. (Consolidating)	
<p>Improve teacher knowledge and understanding of BGE using the moderation cycle.</p> <p>Ensure achievement is captured through monitoring, tracking and reporting system.</p>	
NIF Driver(s)	HGIOS?4 QIs
<ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • School Improvement • Performance Information 	<p>1.2 Leadership of Learning</p> <p>2.2 Curriculum</p> <p>2.3 Learning Teaching and Assessment</p> <p>3.2 Raising Attainment and Achievement</p>
Progress and Impact	
<p>Our in-service and collegiate training events helped to support our teachers identify their areas of strengths and development opportunities for delivering the BGE curriculum and to work collaboratively to plan inter-disciplinary activities based around the Es and Os. Our new BGE IEPs and database helped the team to monitor and track achievements.</p>	
Evidence of Progress	Next Steps
<ul style="list-style-type: none"> • In-Service Training 19/08/2020 – Coaching Wheel Activity. • Collegiate Training – 29/10/2020 – Planning around Es and Os • New draft BGE IEP created • Moderation opportunities created through networking with other schools • Collegiate Training – 4/3/2021 – BGE Database • Pupil Database updated to include BGE Monitoring and Tracking System 	<p>Further collegiate training to establish new BGE IDL approach</p> <p>BGE Moderation activities with other schools</p>

NIF Priority 3: Improvement in children and young people's Health and Wellbeing

Number of Strategies		6
Progress	Developing	1
	Consolidating	3
	Secure	2
	Undefined	0



Strategy 1. (Secure)	
Achieve Rights Respecting Schools Bronze Award.	
NIF Driver(s)	HGIOS?4 QIs
<ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement School Improvement Performance Information 	1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 3.1 Improve wellbeing, equality and inclusion
Progress and Impact	
<ul style="list-style-type: none"> Our centre achieved Rights Respecting School Bronze Status in February 2020 and have developed a silver action plan, led by our Pupil Steering Group. The Rights Respecting Schools Award puts children's rights at the heart of GSC to ensure that this is a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Our Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens. 	
Evidence of Progress	Next Steps
<ul style="list-style-type: none"> Fiona and Leona completed training John beginning training Silver Action Plan created RRS Steering Group Created 	Implement strategies in Silver Action Plan and apply for Silver Award.



Strategy 2. (Secure)	
Upgrade our fitness suite and create a space where all children and young people can learn about health and wellbeing to ensure they acquire skills to live healthy, happy lives.	
School leadership	HGIOS?4 QIs
<ul style="list-style-type: none"> School Leadership School Improvement 	1.5 Management of Resources to Promote Equity 3.1 Improve wellbeing, equality and inclusion
Progress and Impact	
Our fitness suite was upgraded in April 2021. Our young people and staff utilise it to improve their own health and wellbeing. A new protocol has been created to ensure everyone completes an induction and makes safe use of the equipment. Our young people have taken on leadership opportunities in assisting with this process.	
Evidence of Progress	Next Steps
<ul style="list-style-type: none"> Fitness suite upgraded (April 2021) Induction programme created PARQ proforma has been developed 	Seek approval for Level 2 Fitness Instructor award from SMT for young people. Create additional activities that can be facilitated in the fitness suite.



Strategy 3. (Consolidating)	
Achieve Nurture Schools Award	
NIF Driver(s)	HGIOS?4 QIs
<ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress • School Improvement • Performance Information 	1.1 Self Evaluation for Self-Improvement 1.2 Leadership of Change 2.4 Personalised Support 3.1 Improve wellbeing, equality and inclusion
Progress and Impact	
<p>Staff have completed the Nurture self-evaluation and developed an action plan. Nurturing Approaches has been embedded into our Curriculum for Hope and evident in our staff appraisals, classroom observations etc. that make specific reference to the nurture principles. Classroom environments have been upgraded to become more nurturing and help improve social and emotional skills and attainment in young people.</p>	
Evidence of Progress	Next Steps
<ul style="list-style-type: none"> • Initial Training completed • Nurturing Approaches introduction in-service last year • Nurture Spaces created • Nurture Self-Evaluation 	<p>Implement the steps in our Nurture Action Plan, deliver our In-Service Refresher to teachers and full Nurture Training to care staff.</p> <p>This was a 2-year plan as it is not possible to gain this Award in one academic year.</p>

Dr. Karen Treisman

A Therapeutic Treasure for Working with Children Development

Edited by
Dr Florence Ruby

BEYOND THE BOX ALL PROFILE WHOLE-CLASS STRATEGIES

Helping children succeed emotionally, socially and academically
within the mainstream classroom and other small settings



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Strategy 4. (Secure)	
Introduce Mindfulness to the Curriculum and develop a bespoke programme for our setting in partnership with do-be mindful.	
NIF Driver(s)	HGIOS?4 QIs
<ul style="list-style-type: none"> School Leadership School Improvement 	2.2 Curriculum 2.7 Partnerships 2.4 Personalised Support 3.1 Improve wellbeing, equality and inclusion
Progress and Impact	
Our young people now engage in mindfulness with staff who have completed the Foundation and Explorers programme. One of our young people has now completed the entire programme himself. Young people and staff use the mindfulness programme to have a positive impact on wellbeing through the reduction of stress and improve social functioning.	
Evidence of Progress	Next Steps
<ul style="list-style-type: none"> Partnership developed with do-be mindful Foundation Training begun Co-production with pupil begun Staff member completed Explorer's Programme Evidence Log of Lessons 	Staff to complete training for the new 'Resilience' programme and implement into the curriculum.

Strategy 3 (Consolidating)	
Increase opportunities to develop Skills for Learning Life and Work through wider achievements, vocational, online and distance learning qualifications	
NIF Driver(s)	HGIOS?4 QIs
<ul style="list-style-type: none"> • Parental Engagement • School Improvement • Assessment of Children's Progress 	2.7 Partnerships 2.4 Personalised Support 3.1 Improve wellbeing, equality and inclusion
Progress and Impact	
<ul style="list-style-type: none"> • Introduction of Soundlab music lessons - Increased acquisition and development of creative and social skills. • Improved technical and creative abilities. Increased social and communication skills of young people. • (Vocational qualifications postponed due to Covid-19 restrictions regarding vocational qualifications). • (Reduction of WCS online learning courses available to the GSC). • Online STEM event held with our charity partners at HP Erskine. 	
Evidence of Progress	Next Steps
<ul style="list-style-type: none"> • GSC/Sound Lab formed The Creativity Hub, adopting an online model of creative workshops delivered to young people placed in secure care, close support and in transition. Hour-long creative workshop opportunities were offered: DJ skills, electronic sound production, rapping, composition, singing, guitar, ukulele, art therapy and drumming. • Complying with S.G. Tier System/regulations, the Team effectively managed and mitigated risks of COVID-19 throughout the project, delivering tuition entirely over video conferencing software. • Workshops were integrated within GSC School curriculum, enabling minimal disruption to young people's routines and providing access to additional support from GSC staff as Young People had not previously experienced online delivery. This additional support enabled Young People to overcome challenges and maximise opportunities. 	Continue for 2021–2022 SIP

NIF Priority 3: Improvement in Employability skills and sustained positive school leaver destinations

Number of Strategies		2
Progress	Developing	2
	Consolidating	0
	Secure	0
	Undefined	0



Strategy 1 (Developing)	
Develop a collaborative DYW group between Education, Care and the Stay Connected Team to improve communications and develop opportunities and links with SDS, local businesses, further education and training facilitators.	
NIF Driver(s)	HGIOS?4 QIs
<ul style="list-style-type: none"> Parental Engagement Assessment of Children's Progress 	2.7 Partnerships 2.4 Personalised Support 3.1 Improve wellbeing, equality and inclusion
Progress and Impact	
Initial meetings were held between the staff responsible to consider next steps towards a joined up, collaborative approach. The pandemic prevented us from progressing this strategy as we would have liked to, however we ensured that our GSC team continued to collaborate with our existing partners to provide our young people with opportunities in training, further education settings and in work. We also ensured our young people continued to receive support from Skills Development Scotland by organising virtual meetings.	
Evidence of Progress	Next Steps
<ul style="list-style-type: none"> Planning Meeting held between the identified groups Virtual SDS Meetings were organised as a contingency Covid-19 plan SDS Action Plans 	Carry over to 2021–2022 SIP

Strategy 2 (Developing)	
Host a Careers and Opportunities Day to provide our pupils with access to career advice from various industries including ex-residents and those with lived care experience.	
NIF Driver(s)	HGIOS?4 QIs
<ul style="list-style-type: none"> Parental Engagement Assessment of Children's Progress 	<ul style="list-style-type: none"> 2.7 Partnerships 2.4 Personalised Support 3.1 Improve wellbeing, equality and inclusion
Progress and Impact	
Postponed due to Covid-19 restrictions	
Evidence of Progress	Next Steps
<ul style="list-style-type: none"> n/a 	Carry over to 2021–2022 SIP



Leadership and Development in the Context of the GSC

“Our purpose is to provide a positive, life changing experience for young people through individual care, education and skills development.”

In our strategic plans for 2019–2020, we recognised that of all the Key Drivers highlighted in the National Improvement Framework, School Leadership and Teacher Professionalism form the solid foundations from which to address the remaining priorities. Across our school, we wanted to ensure that there was an ethos of professional engagement and collegiate working which led to continuous improvement in learning and teaching and improved outcomes for our learners.

Our data interrogation of the performance of the school allowed us to identify our current strengths and areas for further development. We focused on our school as a place of nurture and learning for children in an intensive care environment, recognising the complexity and range of learning support needs and the impact of early life experiences on children who are looked after and have experienced multiple adversities and disadvantages. We considered the needs of our current learners from the CYJ GSC Census Data undertaken in 2018.

We also considered the specialist nature of our learning environment and the importance of employing a bespoke ‘GSC Community/whole centre’ approach to education and learning.



We finalised a plan to take the school forward in the context of the ongoing Directorate/SMT and senior staff discussions around the GSC SIP 2017–20 evaluation and Journey Project.

The Journey Project included a number of strands, collectively focused on embedding rights based, compassionate and trauma aware principles across our policies and practice. This demanded effective Leadership of Change.

Leadership is recognised as a key driver of the success of any school and we wanted to establish and empower others to take ownership of their own learning and teaching in a collaborative way. Our new leadership structure has ensured that not only do we meet our curriculum demands but also that we meet the needs within a local context, such as the challenges set out in the National Improvement Framework and as a school which will need to fulfil the national standards for secure care.

Teacher Professionalism

We were clear that we wanted all teachers at GSC to be highly committed, motivated and engaged in their own professional learning.

We know that nationally, the level of engagement in professional learning is increasing and our commitment to ensuring this expectation from our teachers at GSC was essential.

Our GTC registered Teachers are engaged in the five-yearly cycle of Professional Update, and all of our non-teaching staff are exploring or have achieved alternative professional development opportunities. Ongoing exploration of the MyPL equivalent for GTCS named school only teachers is continuing.

The addition of Principal Teachers into the school's Leadership Model recognised that there is a strong link between teachers' professional skills and competences and the quality of children and young people's learning experiences. Our commitment was to ensure the highest professional standards for all teachers in GSC and ensure the highest standards and expectations for all children and young people who attend our school.

Our main focus has been on the support of consistent, well-moderated teachers' professional judgements through our approach to standardisation and moderation, which has allowed us to take immediate action in improving attainment for the most disadvantaged children and young people.



For the first time, we have established mutual working relationships with other leaders and practitioners across a variety of contexts through forums such as EtCS and MOSEL.

We want all of our teachers to develop as enquiring, collaborative, and empowered professionals who are highly confident in teaching literacy and numeracy, supporting health and wellbeing, using technology and data effectively to enhance learning and teaching, and ensuring equality and this has been the key theme that has driven all of our collegiate sessions and in-service focus.

Collegiate Sessions – 2020/2021

27/08/20	Attainment Challenge	Very Good	28/01/21	Attainment Priority	N/A
03/09/20	Understanding Standards	Very Good	03/02/21	School Improvement Plan update	N/A
10/09/20	School Improvement Planning	Very Good	11/02/21	Pedagogy	Excellent
17/09/20	School Improvement Planning part 2	Very Good	24/02/21	Merkland – Group Moderation and Verification	Excellent
08/10/20	Education Scotland - What Scotland Learned	Very Good	04/03/21	Hopefile/BGE Database/SIP update	N/A
15/10/20	Professional Knowledge & Understanding Audit	Very Good	11/03/21	Forensic psychologist practitioner support	Excellent
22/10/20	Professional Knowledge & Understanding Audit part 2	Excellent	17/03/21	Merkland – Group Moderation and Verification	Very Good
29/10/20	Engaging with the Moderation Cycle	Very Good	25/03/21	Hopefile updates	N/A
05/11/20	Engaging with the Moderation Cycle Part 2	Very Good	01/04/21	Reflective Practice	N/A
19/11/20	Engaging with Standards to plan improvement	Very Good	22/04/21	Professional Self Reflection	Very Good
26/11/20	Record of Progress – SIP	N/A	29/04/21	Fire Safety	Good
03/12/20	Continuation of School Improvement Priorities	N/A	06/05/21	Moderation Task	N/A
10/12/20	Continuation of School Improvement Priorities	N/A	12/05/21	Merkland Group Moderation and Verification Feedback	Excellent
17/12/20	Continuation of School Improvement Priorities	N/A	20/05/21	Digital Strategy	Very Good
14/01/21	Exclusion Film	Very Good	03/06/21	School Improvement Plan Update	Very Good
21/01/21	Group call with Merkland School	Very Good	10/06/21	PRD	N/A

In-Service Day Focus – 2020/2021

Date	Focus	Average Rating
19/08/20	Education Recovery/GSC Attainment Challenge/ Looking Ahead	Very Good
16/11/20	PRD/PU	Very Good
06/01/21	Education Recovery	Very Good
22/02/21	Standardisation/Verification	Very Good
04/05/21	Restorative Approaches	Very Good



Performance Information

Using the six-point scale from HGIOS?4 to evaluate:
Q1 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

All education staff participate in a wide number and range of CLPL development opportunities which build individual and collective confidence in meeting the diverse needs of learners at GSC. More recently, these opportunities have included dedicated collegiate time for staff to visit alternative schools and speak directly to their subject specialist counterpart to share practice and participate in assessment and moderation activities. We are continuing to build and encourage stronger links with other similar providers to establish more opportunities to liaise with peers at all levels to develop teacher professionalism and leadership capacity.

Our School Improvement Plan (SCHIP) is built using the priorities and key drivers within the NIF with particular emphasis on raising attainment and meeting the increasingly diverse social, emotional and learning needs of our young people. Through collegiate discussions on whole-school improvement, staff regularly offer their opinions on how well the school is performing and provide valuable suggestions on how it could continue to improve.



Our strategic focus on developing teacher professionalism aims to create a positive impact on our pupils' progress and achievement. Our collegiate and in-service foci this year have included:

- The GSC Attainment Challenge
- Understanding GTCS Standards
- GTCS Professional Knowledge and Understanding Audit
- Engaging with the Moderation Cycle
- Engaging with the Standards to Plan Improvement
- Pedagogical Theories and Professional Practices

Performance Information

Our Education Leadership team have undertaken a series of quality assurance duties in relation to verification to ensure that our assessment judgements uphold the integrity of the qualifications we deliver. As a result of these systems, our SQA attainment has grown steadily over the last 3 years.

We have expanded our leadership capacity through our relationship with MOSEL and EtCS and have established a working collaboration between all Heads of these schools. The Head of Education and Depute Head have undertaken development with the Columba 1400 Leadership Development programme, working closely with those involved in Cohort 69.

Our goals are to:

- Ensure that we are empowered to lead and deliver transformational change in the culture of GSC, by developing a greater understanding of our leadership style and our ability to effect change.
- Commit to supporting opportunities for creativity, innovation, and positive change for the benefit of all the children, young people and families.
- Develop confidence in our ability to create a self-sustaining community, built on teams with powerful bonds and a sense of momentum, while embracing change.



This has been a particularly supportive and beneficial forum, especially during the uncertainty brought about by the Covid-19 Pandemic.

Performance Information

Using the six-point scale from HGIOS?4 to evaluate:

Q1 2.3 Learning, Teaching and Assessment



- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Within GSC, we create a learning environment conducive to attainment and achievement. The young people are actively engaged in education and are supported to have high and realistic aspirations. Every young person has an Individualised Education Plan and classes are adapted to suit their needs.

Young people have appropriate access to digital technologies and are actively encouraged in the development of digital literacy. We have a variety of learning environments to suit the learning styles of our young people. Young people are also encouraged to engage in self-study within their House. Most of our learning environments are fully equipped with ICT.

Emphasis is placed on supporting young people in the development of thinking skills as well as other areas of skills for learning, life and work. Pupil application and progress toward learning targets is tracked and monitored and analysed to ensure that each young person is appropriately supported towards achievement of their aspirations. We utilise a variety

of assessment methods, verbal, written, practical and on-line to ensure that our young people are given the opportunity to demonstrate their learning. All assessments are internally verified and a robust moderation system ensures validity and reliability. Attainment is tracked, monitored and analysed and all young people have transition plans designed to ensure transition to a positive destination.

All education staff have a strong awareness of the needs of young people as a result of our robust initial assessment process and regular communication. We ensure that young people receive the appropriate support to maintain a focus on their individual education plans. Our young people are engaged and motivated and want to make progress with their targets. They are well supported by highly skilled, enthusiastic staff and this provides a positive environment for learning and teaching.

Warm, nurturing relationships between young people and staff underpin the approach to learning and teaching in GSC. Staff are welcoming, approachable and keen to interact with young people in a supportive manner. Staff have high expectations for young people and are patient and persistent. Effective teaching strategies ensure that young people participate well with their learning. Staff are highly knowledgeable of the needs and interests of young people and provide creative learning experiences which young people find stimulating and enjoyable.

Almost all young people who, prior to attending GSC, were previously disengaged or not in education are making very good progress.

Performance Information

We are a nurturing school that is reflected in the sensitive approach our staff demonstrate to suit the individual needs of our young people. Learners are closely monitored and supported to progress through tasks. Staff will intervene quickly and effectively when young people are showing signs of distress or challenging behaviour is becoming apparent. We use a restorative approach and make use of praise and encouragement to motivate young people.

At the Good Shepherd Centre, we understand that young people attending our school often benefit from a rare opportunity to engage and achieve academically as a result of the intensive supports offered. We understand that our school may provide a “window of opportunity” to reverse the inequity of attainment for our young people.

We aim to ensure that every one of our young people realises equity and excellence through attainment, by achieving the highest standards across all curricular areas and in particular, literacy and numeracy. To do so we must ensure all candidates are presented at and supported to achieve their highest level.

Effective use of Assessment

We have developed a robust Quality Assurance system to ensure that the qualifications we deliver provide national standards of attainment and follow the SQA principles of assessment, which state that all assessments must be:

- valid
- reliable
- practicable
- equitable and fair

Every teacher has their own Quality Assurance Mentor to formally meet with Pre, During and Post Assessment for standardisation and internal verification purposes. There is also an informal-open door policy to collaborate for Understanding Standards dialogue.

We use internal verification as a quality assurance tool and to assure these principles are met effectively by certifying:

- Valid assessments are used for each qualification.
- All assessments are as accessible as possible while maintaining the national standards for the qualification.
- Assessments are capable of generating sufficient evidence to allow candidates to demonstrate that they have met the national standard for the qualification.
- All assessors are familiar with the national standards and can apply them.
- Assessors reach accurate and consistent assessment judgements for the same qualification for all candidates in their centre in line with the national standard of the qualification.

Performance Information

Attainment Challenge

The aim of the GSC Attainment Challenge is to ensure that every one of our pupils realises equity and excellence through attainment; by being presented at, and achieving, the highest standards across all curricular areas in particular, literacy and numeracy.

At the start of the academic term we placed an emphasis on raising attainment and achievement. Our rationale was that data for looked after children in Scotland demonstrates poorer educational outcomes and the acquirement of lower qualification levels than average. In fact, young people placed in residential and secure care accommodation have the lowest overall levels of attainment.

Since the introduction of our new structure and QA systems, we have seen a solid increase in SQA attainment year on year.

- In the last 2 academic years we have achieved more SQA qualifications than we did over a three year period (2016–2019)
- Last year's SQA attainment was the highest our school has ever produced!

Quality of Teaching

We have redesigned our Teacher Self/Peer and Leadership Reflections to embrace the Attunement Principles and the Six Principles of Nurture. These observations evidence a positive learning environment with high quality teaching and nurturing relationships.

Pedagogy

Our exploration of Pedagogical Theories and Professional Practices, delivered over a collegiate session and in-service day, supported those with extensive experience and expertise in delivering education and care services, required to refresh or further develop understanding of pedagogy theory and professional practice. It also supported those in the early stages of, or in supporting roles of, delivering education and care services, required to develop understanding of pedagogy theory and professional practice.

Participants were given the opportunity develop an enhanced and critically informed understanding of;

- approaches to pedagogy and practice: assessment, learning and teaching and curriculum.
- the most appropriate contexts and environments for learning, including outdoor learning, and how to apply appropriate pedagogies for these environments.
- how to take critical account of the social, cultural, environmental, and economic context of learners and how to adapt practices accordingly.

Performance Information

Planning Tracking and Monitoring

We have developed bespoke monitoring and tracking systems to generate collaborative, professional dialogue and inform planning to support the progress of individual learners. Our databases track every learner under the SHANARRI wellbeing indicators, with the addition of HOPE, to ensure a truly holistic approach to supporting every young person. Our “Achieving” systems provide accurate data (qualitative and quantitative) of progress through BGE and Senior Phase, Skills for Learning, Life and Work, attendance, additional support requirements, attainment and strengths and learning opportunities.

Performance Information

Using the six-point scale from HGIOS?4 to evaluate:

QI 3.1 Ensuring Wellbeing, Equity and Inclusion



- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

The wellbeing of the young people is at the core of our philosophy. All young people participate in an initial assessment to assist in the tracking, monitoring and evaluation of a young person's educational progress.

We provide a safe and secure learning environment where young people feel supported and listened to. Every young person has an individualised crisis management plan (ICMP) which outlines effective strategies to keep a young person safe and free from anxiety. All staff are trained in Therapeutic Crisis Intervention and any incidents which require intervention are recorded in critical incidents folder. Analysis of critical incidents allows strategies to be amended or developed in order to support a young person and the ICMPs to be updated.

All young people are treated equally and with respect and are included in the life of the school and the wider community. Young people are encouraged to express their views through discussions,

Pupil Council meetings and questionnaire where these views are respected and actioned where appropriate.

Wellbeing

We support young people and their families, alongside the professionals involved in their lives, to make sense of these experiences and to build hope, coping skills and goals for the future. We know and can demonstrate through our GIRFEC monitoring database that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible, included and Hopeful.

We consider each child and young person as an individual with their own needs, risks and rights and discuss every child, every day during our information sharing sessions.

Through our pupil council and our interdisciplinary approach to issues relevant to our context, we ensure children and young people are active participants in discussions and decisions which may affect their lives.

We comply and actively engage with statutory requirements and codes of practice. Our staff, embrace the expectation in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.

Performance Information

Inclusion and equality

All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best.

Our GSC Attainment challenge is actively improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, those who are looked after and those with additional support needs

Performance Information

Using the six-point scale from HGIOS?4 to evaluate:

QI 3.2 Raising Attainment and Achievement.



- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

All young people undertake an initial education assessment which identifies previous attainment and strengths, and development needs in literacy and numeracy. The initial assessment is presented as a report.

Development needs within literacy and numeracy are addressed through a robust learning support process. All data from the initial assessment process is utilised at an initial educational planning meeting to develop an appropriate learning pathway for the young person.

As a young person progresses through their placement within the Good Shepherd Centre their attainment over time is tracked, monitored and analysed. Development of skills for learning life and work is also tracked to ensure that each young person is supported in making progress, not only in literacy and numeracy but also in employability, health & wellbeing and thinking skills.

All young people have IEPs and transition plans. All young people have significant improvements in attainment in literacy and numeracy and other curricular areas and the level of attainment over time is such as to close the attainment gap between the most and least disadvantaged children.

We strive to ensure that our learners make progress from their prior levels of attainment in literacy and numeracy.

Attainment over time

As mentioned previously, our SQA attainment has increased year on year for the last 3 academic years. Across most curriculum areas we have raised attainment continuously for most of our learners. Most of our learners make very good progress from their prior levels of attainment.

We continue to develop our tracking systems together with effective interventions, where appropriate, to ensure continuous progress for learners across the curriculum and at all phases in their education, including points of transition. The attainment of individuals and groups has improved consistently over time.

Performance Information

Overall quality of learners' achievement

We have very few pupils who refuse to attend school and we are able to reengage young people who have been disengaged or disenfranchised from education for a significant period of time.

Overall, our learners are successful, confident, and are often given responsibility to contribute to the life of the school. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.

Equity for all learners

We ensure equity of success and achievement for all our children and young people through regular celebrations of success. We have raised the attainment and enhanced the educational experiences of the majority of our most disadvantaged children and young people.

Identification of next steps and priorities for 2021–2022

Improvement in attainment, particularly in Literacy and Numeracy.

Strategies

- Expand and develop our Team to develop and improve our Quality Assurance systems of National Qualifications.
- Update Additional Support for Learning Plan to reflect and incorporate recommendations from the newly published ASN Action plan, including development of classroom assistant role, learning support resources and programmes in more classrooms.
- Introduce “Personal Finance – An Introduction” SCQF L4 unit to our curriculum and provide opportunities for young people to achieve this.
- Further increase attainment in English at every level in senior phase and achievement at BGE.
- Create a system to plan, monitor, track and report on specific focus for literacy and numeracy in each curricular area/lesson to inform service improvement.

Closing the attainment gap between the most and least disadvantaged children.

Strategies

- Increase Wider Achievements by enrolling all young people for DoFE, reintroducing Velotech, Bikeability qualifications and celebrate success in parameters out with traditional attainment.
- Create GSC Digital Learning and Teaching Strategy, with appropriate resources and technological access to Improve digital skills for learners and staff. Digital Schools Award.
- Update our school PU policy and system and submit to GTC for validation system to place a strong emphasis on professional values, relationships and practice for ALL education staff to foster a valuable engagement in professional standards, including teacher familiarisation with the revised GTCS standards.
- Introduce Call Push Rescue Programme to replace Heartstart and provide training to all young people and staff.
- Increase overall attainment in senior phase with an emphasis on ensuring learners study at their potential level, including N2 and N5 Level – full courses.
- Increase achievement of BGE and teacher knowledge and understanding using the moderation cycle. Ensure achievement is captured through monitoring, tracking and reporting.

Improvement in Employability skills and sustained positive school leaver destinations.

Strategies

- Develop a Collaborative DYW Group between Education, Care and the Stay Connected Team to improve communications and develop links and opportunities with SDS, local businesses, further education and training facilitators.
- Use the DYW group as a platform to host a blended careers and opportunities day to provide our pupils with access to career advice from various industries including ex-residents and those with lived care experience.
- Use the DYW Group as a platform to provide enterprise and employability opportunities in and around the centre.
- Create a Course Handbook to increase opportunities to study towards and attain vocational, online and distance learning qualifications.
- Use the DYW group as a platform to capture information regarding leaver destination to inform future service improvement.
- Use the DYW team to create a system to ensure pupils leave with an up-to-date Achievement Folder that includes a skills profile, possibly with Richter Scale.
- Staff to engage in DYW Modules regarding Career Education Standard, Workplace Standard and Schools Partnerships.

Improvement in children and young people's Health and Wellbeing.

Strategies

- Find opportunities to further enhance the Mental Health & Wellbeing of our pupils.
- Achieve Rights Respecting Schools Silver Award.
- Achieve Nurture Schools Award.
- Develop a team to deliver individual and class mindfulness lessons using do be-mindful partnership.
- Organise a Health and Wellbeing Week to coincide with the end of Term 5.
- Co-produce a Climate Action Plan to reduce the carbon footprint of our centre and reach net zero.
- Create a school handbook to inform new education staff of all school related information.
- Create a Relational Approaches Policy to replace Behaviour Management.

