

GSC Education
School Improvement Plan
2024 – 2025



Vision, Values, and Aims

2024 – 2025

Vision

The GSC community will work together to sustain a safe, inclusive, and high-quality learning environment that enables us to develop fully our capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.

Our school is a vibrant, welcoming, and safe place at the heart of the GSC 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.

Aims

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people.
- Improvement in attainment, particularly in literacy and numeracy.

School Priority 1

Placing the Human Rights and needs of every young person at the centre of Education

Lead staff: Tina, Rhona, Fiona & Tomi

Vision: Ensuring equitable access to high-quality education for all learners, placing human rights and individual needs at the forefront of educational pathways, and fostering an inclusive environment that supports the personal and academic growth of every young person.

Outcome	Impact	How	Timescale	Evaluation of Progress	Evidence of Progress
To ensure that GSC's education pathways are fully aligned with the rights of learners living in both secure, close support and cottage environments.	- Equity for all learners across all accommodation provisions. - All young people have the same opportunity to succeed regardless of additional support needs. - Full Scottish Secondary Education Entitlement.	- Portakabin development for Close Support and Cottage Education Provision. - Recruitment of Additional Support Needs Teacher - Tracking and monitoring of education staff attendance, cover and recruitment.	- PPortakabin development in progress and approval from board. - Planning and recruitment phase: Aug–Oct 2024 - ASN Teacher phased start: From October 2024 onwards - Portakabin construction and setup: Sept 2024 – Oct 2025 - Interim progress reviews: Dec 2024 & Apr 2025 - Full review of provision: October 2025 (post-Portakabin completion)	- Portakabin development in progress and approval from board. - Key Teacher meetings take place - QA – T&M spreadsheet section - T&M – Summer School - Supply Teacher to help cover absences. - ASN Teacher (staggered due to absence but in place). - Destination tracking (ensure close support & equality)	- Pupil voice is listened to e.g. Key Teachers, meetings, DJ Paul, naming of buildings. - Portakabin due to be in situ October 2025. - Publication of Destination tracking.
Support for learning staff are deployed effectively to support and enhance our young people's learning.	- Higher attainment in NQ's and WA. - Accurate implementation of initial or previous YP assessments. - Early Interventions are accessed to help support YP with ASN. - Positive development of self-awareness and use of YP learning support strategies.	- Recruitment of Senior Education Facilitator - WIAT / GL Assessments - Creation and Implementation of YP ASN Plans. - Key Teacher Meetings with ASN Focus and Assessments. - Upskilling Classroom Assistants and PRD meetings and recording.	- Interim progress reviews: Dec 2024 & Apr 2025 - Full review of provision: October 2025 (post-Portakabin completion) - Senior Education Facilitator recruitment: By Sept 2024 - WIAT & GL assessments initiated New ASN Plans drafted and trialed: Oct–Dec 2024 - Creative ASN strategies and Circle Framework embedded: By March 2025 - Review of impact on attainment and QA cycles: June 2025 - Sustained implementation and refinements: Aug 2025 onwards	- Recruitment of Senior Education Facilitator - Utilising both WIAT & GL Assessment (Time scales embedded). - Assessment Report (new) established. - Key Teacher Meetings with ASN Focus and Assessments reviewed and still happening. - Early creative stages of ASN plans - Development of Circle Framework - Visits to Crossreach for most staff - Joint collaboration work - IT/Digital Development update - Next step – each CA having an area.	- Weekly Senior Education Facilitator meeting with ELT mapping out and developing role. - New Assessment Reports in place embedding GL Assessment. - Embedding Circle Framework Strategies and approaches into Teaching and Learning practice. 2 x Circle Inclusive Classroom Scale (CICS) Reviews and embedding termly Child Participation Scale (CPS) Circle Framework. - Feedback from learners on ASN support through pupil voice tools or Circle Framework. - Case studies or learning stories demonstrating impact of early interventions. - PRD records show increased confidence and skills of Classroom Assistants in supporting ASN. - Professional Learning logs indicate participation in ASN and Circle Framework CPD. - Improved NQ/Wider Achievement attainment data disaggregated by ASN status. - Learning walks or QA evidence of differentiated support and ASN strategies in use.

School Priority 1

Placing the Human Rights and needs of every young person at the centre of Education
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Vision: Ensuring equitable access to high-quality education for all learners, placing human rights and individual needs at the forefront of educational pathways, and fostering an inclusive environment that supports the personal and academic growth of every young person.

Outcome	Learning & Teaching	
To ensure that GSC's education pathways are fully aligned with the rights of learners living in both secure and close support and cottage environments.	1. Differentiated Instruction	
	Policy Alignment: National Improvement Framework (NIF), Additional Support for Learning (ASL) Act	Implementation: • Tailor lessons based on individual student needs and learning styles, using formative assessments to identify and address gaps. • Provide varied resources and activities to ensure equitable access to education for all students.
	2. Personalised Learning Plans (PLPs)	
	Policy Alignment: Getting It Right For Every Child (GIRFEC), ASL Act	Implementation: • Collaboratively develop PLPs with students, setting personalised goals and strategies. • Regularly review and update PLPs to reflect student progress and changing needs.
Support for learning staff are deployed effectively to support and enhance our young people's learning.	3. Continuous Assessment and Feedback	
	Policy Alignment: NIF, Curriculum for Excellence (CfE)	Implementation: • Conduct regular formative assessments to monitor student progress and inform instruction. • Provide timely, constructive feedback to guide student learning and improvement.
	4. Professional Development	
	Policy Alignment: NIF, Professional Standards for Teachers in Scotland	Implementation: • Engage in professional development focused on inclusive education, trauma-informed practices, and current pedagogical strategies. • Participate in peer observations and reflective practice to enhance teaching methods.
	5. Supportive Learning Environment	
	Policy Alignment: ASL Act, GIRFEC, Children's Rights and Wellbeing (CRWIA)	Implementation: • Foster a safe, supportive classroom atmosphere prioritising emotional and psychological well-being. • Implement social-emotional learning (SEL) activities to help students manage emotions and build positive relationships.

School Priority 2

Improvement in children and young people's Health and Wellbeing

Lead staff: Christie, Tina, John M, Dean, Bernie, Anouska, Ann, John S, Davy?

Vision: Enhancing the health and well-being of young people by providing access to outdoor learning opportunities and a comprehensive personal and social education curriculum that incorporates holistic health strategies.

Outcome	Impact	How	Timescale	Evaluation of Progress	Evidence of Progress
Improve Young People's health and wellbeing through access to outdoor space and learning opportunities.	- Use of lottery funding to create sheltered space and redeveloping accessible outdoor spaces. - School Garden: use, updated and maintained with young people. - Achieve Green Flag Award - Attainment achieved in Horticulture and Outdoor Learning. - Achieve Schools Sports Award.	- Continuation of Lottery Funding meetings and progress. - Outdoor Instructor incorporated into timetable. - Outdoor Development extra-curricular opportunities. - Green Flag incorporated into pupil voice group. - Development of outdoor qualifications. - Access to outdoor activities out with Centre. - Complete and undergo schools sports award.	Ongoing as Part of Lottery Funding	- Bernie in progress of developing courtyard (DN) - No time has been allocated to school garden (DN) - Green flag application is ready to be prepared requested development time (DN) - YP now have horticulture unit, and attainment will rise through growing season - Need to liaise with outdoor instructor - Young people have been going on outdoor learning and going on a cruise.	- Duke of Edinburgh Grant/Ultimate Frisbee. - Sports Award achieved. - Fire Pit development. - Duke of Edinburgh awards reintroduced. - Cora Cottage outdoor classroom development. - Outdoor kitchen/outdoor pizza oven (embedding). - Outdoor instructor (in place/ re-recruitment). - Trips to Pinkston/ski centre/climbing centre. - Draft Green Flag application – positive. Ready to submit July 2025. - Bernie sharing good practise 6 young people through horticulture unit. - Waverley trip /Millport trip. - More planters in the Courtyard. 4 young people on Ocean Youth Trust voyage/sailing qualification.
Continued development of PSE Curriculum incorporating partners and ensuring all E's and Os are met at every level.	- Improvement in young people's health and wellbeing - Raised attainment in Health and Wellbeing. - Increased self-regulation of our young people by use of health and wellbeing and holistic therapy strategies within and out with education. - Increased IDL Health and Wellbeing Opportunities across the curriculum.	- Holistic Therapy re-introduced - Development of Wider Achievements within Health and Wellbeing - IDL embedded across the curriculum. - Themed Health and Wellbeing events - Personalised Health and Wellbeing strategies in ASN plan.	June 2025	- Organised a careers week in November 2024. - Fire service came in twice. - Not able to do mixing activities due to mixing bans in place. - Started ASDAN - Health Week. - First Aid CPR Qualification. - Outdoor Instructor first aid. - Soup Share – PDA. - Foraging/ice cream/themed weeks. - Purchased 6 new mountain bikes.	- Feedback from partners involved in HWB Integration and PSE Curriculum Inserts. - CSI Investigation Partnership Working – 4 days. Positive feedback from partners, staff and young people. - Curriculum overviews evidencing outdoor or HWB integration. - Increased engagement and attainment in PSE Curriculum. - More Personal Achievement Awards delivered in 2024 – 2025.

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Vision: Enhancing the health and well-being of young people by providing access to outdoor learning opportunities and a comprehensive personal and social education curriculum that incorporates holistic health strategies.

Outcome	Learning & Teaching
Improve Young People's health and wellbeing through access to outdoor space and learning opportunities.	• Use the school garden for hands-on learning activities related to horticulture and sustainability. • Schedule regular outdoor lessons and extracurricular activities that utilise the school's outdoor spaces. • Incorporate the Green Flag Award programme into student-led initiatives, encouraging environmental stewardship.
Continued development of PSE Curriculum incorporating partners and ensuring all E's and O's are met at every level.	• Embed health and well-being topics into all areas of the curriculum, ensuring that Es and Os are covered comprehensively. • Use interdisciplinary learning (IDL) to connect health and well-being themes across different subjects. • Include holistic therapies as part of the regular school schedule to promote mental and emotional well-being.

School Priority 3

Closing the attainment gap between the most and least disadvantaged children

Lead staff: Tina, Fiona, Hazel, Clare, Sarah & Tomi

Vision: Closing the attainment gap between the most and least disadvantaged children by developing creative teaching approaches and ensuring equitable use of digital technologies in learning.

Outcome	Impact	How	Timescale	Evaluation of Progress	Evidence of Progress
Develop creative approaches in teaching and learning.	- Higher attainment across all levels. - More engagement from all our young people (Secure and Close support). - Overall, increased school attendance and reduced returns to houses.	- Different and various learning and teaching strategies. - Sharing of good practice in learning and teaching. - Ensuring relevant and up to date SQA assessment and learning and teaching approaches are implemented and used effectively. - Bespoke individualised creative approaches for young people. - Appropriate breadth, challenge and application across the curriculum.	- Initial implementation by August–September 2024 (start of academic year) - CPD, GSC Toolkit rollout and creative strategy sharing throughout 2024–2025 - Termly evaluation using Circle Inclusion Scale and QA processes (Oct, Jan, Apr, Jun) - Review of impact and qualifications by June 2025 to inform future planning	- All young people individualised. - Each classroom tailored for young people. - Circle Inclusive Classroom Scale – twice. - Learning Library CPD) – Resources. - Each internal verifier has access to SQA updates. - Some teachers have accessed other establishments to share good practise. - Engage/re-engagement with partners for individual young people. - Introduction of new qualifications (e.g. Barista).	- David Watt (begin GSC Teaching & Learning toolkit), 3 sessions so far. - Utilising Apple pencils. - Pupil engagement data (e.g. improved attendance, reduced house returns linked to creative learning approaches). - QA / Learning Walks showing examples of creative, individualised approaches in classrooms. - Pupil feedback on preferred learning approaches (e.g. survey, pupil voice groups, Circle Frameworks). - Early implementation of further bespoke qualifications such as barista and ASDAN. - Peer observations and internal CPD linked to Learning and Teaching strategies.
Ensuring equity in use of digital technologies in learning.	- Development of skills for life, learning and work. - Digital Schools Award Achieved - Improved attainment across all levels. - Visible use of digital technology across our school. - Digitally interactive learning experiences within classrooms. - Increased confidence of staff in ensuring equity in use of digital technologies in learning.	- Using assistive technologies in learning and teaching. - Using assistive technologies to access the curriculum and help aid additional support needs and assessment. - Complete and undergo review of digital school's award. - Staff training sessions and sharing of good digital technologies practice.	- Review of impact and qualifications by June 2025 to inform future planning - Digital Schools Award baseline review completed by October 2024 - Ongoing CPD and digital inclusion strategy delivered from August 2024 to June 2025 - GL digital assessments embedded with New Arrivals. - Full award submission and review by June 2025 - Collaborative digital projects (e.g. Apple/iPad) delivered across 2024–2025	- Investment in Smartboards. 2 x collaborative Digi Skills development. - iPad/Apple. - New Macs 2x / fixed / 2 x further new Macs. - Almost finalised Digital Schools Award. - Utilising Apple.	- David Watt (begin GSC Teaching & Learning toolkit), 3 sessions so far. - Staff confidence surveys show staff beginning to incorporate more of assistive/digital tools in planning and teaching. - Digital Schools Award baseline self-evaluation completed and updated. - Digital assessments through GL - Digital learning featured in Learning Walks / QA cycles. - Examples of assistive technologies being used in ASN assessment or personalised planning. - CPD logs showing staff participation in digital upskilling sessions (internal/external). - Pupil voice feedback on digital tools and inclusive tech (e.g. Apple Pencils, Smartboard use). - Partnership working with Apple/technology providers to support upskilling.

School Priority 3

Closing the attainment gap between the most and least disadvantaged children
Lead staff: Tina, Fiona, Hazel, Clare, Sarah & Tomi

Vision: Closing the attainment gap between the most and least disadvantaged children by developing creative teaching approaches and ensuring equitable use of digital technologies in learning.

Outcome	Learning & Teaching
Develop creative approaches in teaching and learning.	• Use a variety of innovative teaching strategies to engage students and cater to their individual learning styles. • Share good practices in learning and teaching within the school to foster a collaborative approach. • Ensure the implementation of relevant and up-to-date SQA assessments to inform teaching practices. • Tailor individualised creative approaches to support student engagement and attainment. • L&N Across the Curriculum: Integrate literacy and numeracy skills into all subjects to provide a comprehensive learning experience. • B, C & A in Planning and Lessons: Incorporate breadth, challenge, and application in lesson planning to ensure a well-rounded education. • Foster creativity in teaching approaches to make learning more engaging and effective. • Implement strategies and interventions identified in Coordinated Support Plans (CSP) to help young people achieve their academic goals.
Ensuring equity in use of digital technologies in learning.	• Implement assistive technologies to provide equal access to the curriculum and support additional learning needs. • Integrate digital tools and resources into everyday learning to enhance student engagement and understanding. • Conduct staff training on effective digital technology use, ensuring all staff are confident and competent. • Regularly review and update the digital school's award progress to maintain high standards in digital learning.

School Priority 4

Improvement in Employability skills and sustained positive school leaver destinations.

Lead Staff: Tina, Leanne, John M, Anouska & Tomi.

Vision: To equip students with the necessary employability skills through collaborative and practical learning experiences, ensuring they are prepared for successful transitions into the workforce and sustained positive destinations.

Outcome	Impact	How	Timescale	Evaluation of Progress	Evidence of Progress
Develop a whole school DYW plan enabling creativity in the developing of skills for life and work across all subjects.	• Provide more IDL opportunities across curriculum. • Increased group working among young people. • Improvement of positive destinations for young people.	• Link with wellbeing to track and monitor destination outcomes. • Career events and opportunities. • Subject specific career curriculum inserts throughout the year. • Teacher continuous development opportunities.	• August 2024 – June 2025: Implementation of school-wide DYW plan. • Termly: Delivery of career curriculum inserts and tracking destination data • November 2024: Whole-school Careers Week • Ongoing: SDS/invest partner engagement and tracking of positive destinations	• A whole-school Careers Week took place in November 2024 with positive engagement and feedback. • Outdoor learning experiences linked to preparation for vocational placements (e.g., sailing-based work experience). • Increased engagement with external employability partners, including SDS and Invest Renfrewshire. • Early evidence of improved destination planning and tracking through well-being/destination data links.	• Increased engagement with • Feedback from Careers Week (staff, partners, pupils). • Destination tracking data in progress or updated termly. • Lesson plans or displays from career curriculum inserts. • SDS/My World of Work logins or career profile completion data. • Partner records showing engagement with Invest Renfrew/SDS. • Pupil reflections on career planning or aspirations.
Incorporate more vocationally based learning opportunities and partnership working.	• Improved vocational learning. • Shared learning and teaching opportunities with partners. • Development of leadership skills for young people.	• Continue to deliver and embed young leaders award. • Use of partners to deliver curricular inserts. • Positive links with college and partners. • Tracking and monitoring of young people's destination and career choices.	• August 2024 – June 2025: Embedding of vocational learning and Young Leaders programme • Termly: Monitoring and review of partnership delivery and leadership award uptake • Ongoing: Links with college, partners and progression routes • June 2025: Review impact and refresh vocational offerings for next academic year	• Early evidence of improved destination planning and tracking through well-being/destination data links. • Six young people currently undertaking the Young Leaders Award. • Young people engaged in wider achievement activities including Y-Dance Personal Achievement Awards. • Positive college link established with West College Scotland – one young person completed an external course. • Increasing use of vocational learning pathways aligned to interests and post-school aspirations. • Active use of partnerships to deliver alternative curricular inserts and leadership opportunities.	• Certificates or progression trackers for leadership and achievement awards. • College or partner feedback on student participation and outcomes. • Pupil destination profiles or logs linked to vocational interests. • Attendance or engagement data during vocational sessions. • Timetable inserts or planning records showing vocational delivery. • Evidence of progression from initial interest to action (e.g. application to college/work placement).

School Priority 4

Improvement in Employability skills and sustained positive school leaver destinations.
Lead Staff: Tina, Leanne, John M, Anouska & Tomi.

Vision: To equip students with the necessary employability skills through collaborative and practical learning experiences, ensuring they are prepared for successful transitions into the workforce and sustained positive destinations.

Outcome	Learning & Teaching
Develop a whole school DYW plan enabling creativity in the developing of skills for life and work across all subjects.	• Collaborative Learning Projects: Implement group projects that simulate real-world scenarios, encouraging teamwork and problem-solving skills. • Organise workshops with professionals from different industries to provide insights into various career paths. • Use digital tools and platforms to teach employability skills. • Focus on developing essential soft skills such as communication, teamwork, and time management through interactive activities and role-playing exercises. • Create individualised learning plans that cater to each student's strengths and areas for improvement, ensuring they receive the support they need to succeed.
Incorporate more vocationally based learning opportunities and partnership working.	• Integrate vocational training programs that provide hands-on experience in various trades and professions. • Establish mentorship programs where students are paired with professionals who can provide guidance, support, and real-world insights into their chosen career paths.

School Priority 5

Improvement in attainment, particularly in Literacy and Numeracy

Lead staff: Christie, Tina, Rhona, Derek, Clare, Sarah & Davy *Responsibility of all*

Vision: to ensure every student achieves excellence in literacy and numeracy through personalized, engaging, and inclusive learning experiences, fostering skills essential for lifelong success and positive contributions to society.

Outcome	Impact	How	Timescale	Evaluation of Progress	Evidence of Progress
Identifying individual literacy and numeracy additional support needs and ensuring appropriate plans and strategies are in place.	- Individual ASN needs met. - Wider range of ASN strategies used. - Reduction in returns to house. - ASN needs and strategies incorporated into IEP.	- Extra support with Literacy and Numeracy through deployment of classroom assistants and use of intervention strategies. - Introduction of Literacy and Numeracy GL Assessments. - Planning of requesting additional learning support for assessments and classroom.	- Initial implementation by September 2024 (start of academic year). - Ongoing review and refinement each term through IEP meetings and assessment cycles. - End-of-year review in June 2025 to evaluate whole-school impact and inform planning for next session	- Increased early identification of individual ASN literacy/numeracy needs. - Broader implementation of tailored intervention strategies across classrooms. - Notable decrease in behavioural returns to the house linked to academic frustration. - Stronger integration of ASN strategies within learner IEPs and daily practice.	- Increased early identification of individual ASN literacy/numeracy needs. - IEPs and individual learner profiles show embedded literacy and numeracy strategies. - GL Assessment data shows clearer baseline and progress tracking. - Tracking and monitoring records reflect interventions linked to assessment outcomes. - Staff planning and evaluation documents demonstrate use of appropriate strategies. - Pupil voice evidence indicating increased confidence in literacy/numeracy tasks. - Learning walk feedback highlighting use of tailored strategies in classrooms.
Support for Learning workers are used effectively to support young people's learning.	- Individual ASN needs met. - Upskilled staff force. - Engagement and enjoyment in learning for our young people. - Development of young person's use of learning strategies to support their individual needs.	- Timetable and co-ordination of classroom assistants through Senior Education Facilitator role. - Continuous professional development opportunities facilitated throughout our school year. - ASN strategies deployed and implemented specific to individual needs. - Discussion at key teacher meetings.	- Staff deployment and coordination established by Sep 2024 - Professional learning ongoing throughout 2024–2025 session - Key worker discussions and review of impact each term (Oct, Jan, Apr, Jun). - Annual evaluation in June 2025 to inform next year's deployment and CPD focus.	- Greater consistency in deployment of Support for Learning staff aligned with learner need. - Staff demonstrate increased skill and confidence in applying ASN strategies. - Young people show increased engagement and participation in learning activities. - Better differentiation and personalised approaches observed in classroom practice.	- Better differentiation and personalised approaches observed in classroom practice. - Staff CPD records including internal and external ASN/differentiation training. - Classroom observations and learning walks evidencing targeted support strategies - Young person progress reviews and attainment data reflecting improved outcomes. - Minutes from key worker and review meetings referencing effective SfL input. - Positive behavior tracking and improved classroom engagement logs.

School Priority 5

Improvement in attainment, particularly in Literacy and Numeracy
Lead staff: Christie, Tina, Rhona, Derek, Clare, Sarah & Davy *Responsibility of all*

Vision: to ensure every student achieves excellence in literacy and numeracy through personalized, engaging, and inclusive learning experiences, fostering skills essential for lifelong success and positive contributions to society.

Outcome	Learning & Teaching
Identifying individual literacy and numeracy additional support needs and ensuring appropriate plans and strategies are in place.	- Planned use of assessment results in learning and teaching. - Individual teacher enhancements and classroom assistant support. - Discussion at multi-disciplinary meetings, ensuring that all agencies have a voice alongside the young person on how best to support them.
	1. Individualised Support Plans Develop personalised learning plans that address each student's specific literacy and numeracy needs. This can include tailored interventions and one-on-one support sessions.
	2. Interactive Learning Tools Use digital tools and interactive software to make learning more engaging.
	3. Collaborative Learning Activities Encourage group work and peer tutoring to foster a collaborative learning environment. This can help students learn from each other and build communication skills.
Support for Learning workers are used effectively to support young people's learning.	4. Real-World Applications Integrate literacy and numeracy skills into real-world contexts.
	5. Professional Development for Staff Provide continuous professional development opportunities for teachers to learn new strategies for teaching literacy and numeracy effectively.
	6. Regular Assessments and Feedback Implement regular assessments to monitor progress and provide feedback. This can help identify areas where students need additional support and adjust teaching strategies accordingly.
	7. Engagement with Families and Communities Involve families and communities in the learning process.