

Annual Education Report 2024/2025



the good
shepherd centre



Welcome

As Head of Education at the Good Shepherd Centre, I am proud to present our Annual Education Report for 2024–2025. This has been a year of excellent progress, renewed focus and meaningful connection, shaped by our belief that every young person deserves an education that recognises their potential, honours their story and supports their right to learn in a way that feels safe, purposeful and valued.

Across the year, we have seen clear upward trends in attainment, achievement and engagement. The number of SQA qualifications and wider achievement awards has increased, and attendance has continued to improve throughout the session. These outcomes reflect the collective effort to make learning meaningful and relevant, and the real impact of our personalised and partnership-based approach.

Our curriculum has continued to grow in response to what young people tell us about their interests and aspirations. Through collaboration with partners, we have created pathways into construction, mechanics, music, outdoor learning and creative

industries. These opportunities help young people to build real-world skills, confidence and a sense of purpose in their learning.

We have strengthened inclusive practice through the CIRCLE framework and improved our initial assessment process to ensure each young person receives tailored support from their first week in Education. Outdoor and wider achievement programmes have also flourished, from the reintroduction of the Duke of Edinburgh's Award to the development of Clyde View Cottage as a space for learning, creativity and wellbeing.

Looking ahead, plans are well underway for our new Modular Build Education Facility, which will further enhance provision for young people in close support and those preparing for transition. This development, due to be completed during session 2025–2026, will create modern, flexible learning spaces that reflect our values and support continued growth in attainment, inclusion and opportunity.

These achievements are a credit to our education team, whose professionalism,

creativity and compassion continue to make a real difference. Despite ongoing recruitment challenges, their commitment and teamwork have ensured that young people experience success, belonging and pride in their learning.

I would like to thank every member of our education and care teams, our partners and, most importantly, the young people who inspire our work each day. Together we continue to build a learning community where relationships, rights and opportunities come first.

— Christie Ford



Christie Ford
Head of Education

Tina Harper
Depute Head of Education

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Attainment Update

Year	Total SQA Units	Year by Year Units Difference	Year by Year %
2018 – 2019	211	–	–
2019 – 2020	285	+74	+26%
2020 – 2021	363	+78	+27%
2021 – 2022	446	+83	+23%
2022 – 2023	234	-212	-48%
2023 – 2024	265	+31	+13%
2024 – 2025	324	+ 59	+22%

Year	Total SQA Full Qualifications	Year by Year Difference	Year by Year %
2020 – 2021	41	–	–
2021 – 2022	70	+29	+41%
2022 – 2023	71	+1	+2%
2023 – 2024	31	-40	-58%
2024 – 2025	67	+36	+54%

Literacy and Numeracy Development

Year	Total Maths Units	Num Dif	% Dif
21/22	42	–	–
22/23	16	-26	-62%
23/24	55	+39	+71%
24/25	37	-18	-33%

Year	Total English Units	Num Dif	% Dif
21/22	93	–	–
22/23	36	-57	-61%
23/24	35	-1	-3%
24/25	40	+5	+ 14%

Year	Total Maths Quals	Num Dif	% Dif
21/22	9	–	–
22/23	6	-3	-33%
23/24	12	+6	+100%
24/25	7	-5	-42%

Year	Total English Quals	Num Dif	% Dif
21/22	22	–	–
22/23	13	-9	-41%
23/24	4	-9	-69%
24/25	4	0	0%

Literacy and numeracy continued to be key areas of focus in 24/25, with an emphasis on making learning meaningful, relevant, and emotionally safe for all learners. While English attainment has remained steady, numeracy required a more flexible and sensitive approach.

- **English unit awards** rose slightly from 35 to 40 (+14%), with literacy skills developed through written tasks across all subjects.
- **Maths unit awards**, initially reported as 37, rose to a total of 50 following the introduction of **Personal Finance**, which saw **13 young people successfully accredited**.

Many learners told us that traditional maths lessons were a trigger due to previous negative experiences. In response, Personal Finance was introduced as an alternative, delivered in a non-maths environment by staff with strong relationships and a practical, supportive approach. The course covered budgeting, saving, spending and understanding everyday costs giving learners real-life skills and a sense of achievement in an emotionally safer setting.

By weaving literacy and numeracy into vocational and interest-based subjects, we were able to support progress in a way that felt purposeful and accessible, helping young people rebuild confidence and engage more meaningfully with their learning.

School Attendance

Average of Attendance + Authorised	1	2	3	4	5	6	7	Total
Above 16	95.22%	93.25%	91.75%	91.80%	89.64%	90.64%	89.73%	91.56%
Close Support		100.00%	91.00%	83.00%	69.00%	70.50%	74.00%	79.00%
Secure	95.22%	92.29%	91.82%	92.78%	91.70%	95.11%	93.22%	93.13%
Below 16	83.36%	85.10%	86.30%	88.90%	84.50%	82.91%	82.00%	84.68%
Close Support	72.50%	75.67%	86.00%	80.33%	74.60%	70.20%	65.25%	74.11%
Secure	89.57%	89.14%	86.43%	92.57%	91.57%	93.50%	93.17%	90.74%
Total	88.70%	88.72%	89.27%	90.35%	86.96%	86.77%	86.05%	88.07%

Average of Unauthorised	1	2	3	4	5	6	7	TOTAL
Above 16	4.78%	6.75%	8.17%	8.20%	10.36%	9.36%	10.27%	8.43%
Close Support		0.00%	8.00%	17.00%	31.00%	29.50%	26.00%	20.88%
Secure	4.78%	7.71%	8.18%	7.22%	8.30%	4.89%	6.78%	6.88%
Below 16	16.55%	14.90%	13.70%	11.10%	15.50%	16.82%	17.90%	15.26%
Close Support	27.50%	24.33%	14.00%	19.67%	25.40%	29.80%	34.50%	25.85%
Secure	10.29%	10.86%	13.57%	7.43%	8.43%	6.00%	6.83%	9.17%
Total	11.25%	11.28%	10.68%	9.65%	13.04%	13.09%	13.90%	11.89%

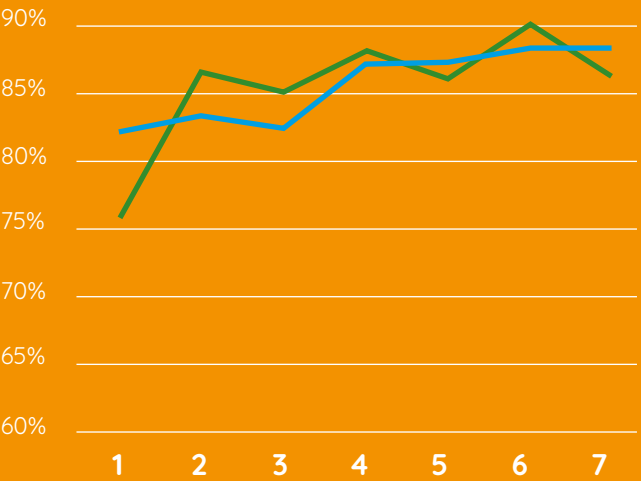
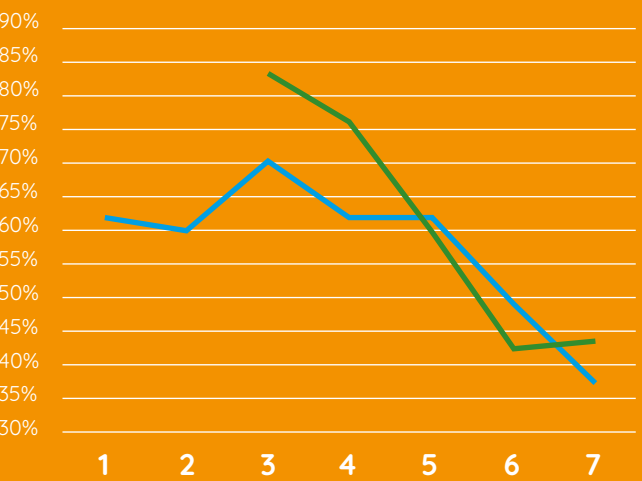
Sum of Pitpulls	1	2	3	4	5	6	7	Total
Above 16	4	2	8	14	5	7	6	46
Close Support		-	-	1	3	1	3	8
Secure	4	2	8	13	2	6	3	38
Below 16	1	6	17	15	23	9	13	84
Close Support	1	-	-	-	8	2	5	16
Secure	-	6	17	15	15	7	8	68
Total	5	8	25	29	28	16	19	130

School Attendance

Attendance		
Term	Below 16	Above 16
1	74.55%	76.00%
2	76.40%	77.13%
3	79.00%	85.42%
4	79.60%	87.10%
5	76.92%	83.91%
6	70.45%	81.55%
7	68.10%	78.55%

Attendance - Close Support		
Term	Below 16	Above 16
1	61.25%	
2	60.00%	
3	70.33%	83.00%
4	61.67%	76.00%
5	62.20%	60.00%
6	48.80%	42.50%
7	37.25%	43.50%

Attendance - Secure Support		
Term	Below 16	Above 16
1	82.14%	76.00%
2	83.43%	87.14%
3	82.71%	85.64%
4	87.29%	88.33%
5	87.43%	86.30%
6	88.50%	90.22%
7	88.67%	86.33%



Below 16 Above 16

Curriculum and Partnership Development 2024–2025

This year's curriculum development placed a strong emphasis on flexibility, personalisation, and purpose. Guided by what young people told us about their interests and aspirations, we created a dynamic curriculum that drew on partnership working to offer meaningful pathways, practical accreditation, and wider achievement.

Our destination tracking exercise early in the session identified key career areas, with the most common interests in Construction (27%), followed by Mechanics and Music (9% each), and smaller but significant groups interested in Emergency Services, Fitness, Retail, Hairdressing, Offshore Work, and Outdoor Learning.

In response, we worked with a wide range of partners to embed accredited and experience-based opportunities within our curriculum. These were not bolt-ons, but structured and intentional parts of learners' weekly programmes offering both short-term motivation and longer-term progression routes.

Curriculum examples included:

- **Construction:** CSCS Card training in partnership with Invest in Renfrewshire.
- **Music:** Digital production and performance workshops through SoundLab and DJ Paul aligning with learners interested in creative industries.
- **Police and Forensics:** Wider achievement accreditation through Police Scotland input on forensic science, reflecting strong learner curiosity.
- **Emergency Services:** Delivery of SQA Emergency Services Awards in collaboration with curricular inserts from Fire & Rescue and Police partners.
- **Fitness and Coaching:** Sports Leadership qualifications delivered by YDance, building confidence, teamwork and transferable skills.
- **Hair and Beauty:** In-house salon provision with structured practical learning and progression planning.
- **Retail and Customer Service:** Accredited Customer Service and Barista Skills units.
- **Rural Skills:** Outdoor, land-based learning with Finlaystone Country Estate, connecting nature and employability.
- **Sailing and Outdoor Awards:** Delivered in partnership with Outward Bound Trust, offering accredited achievement and leadership experience.
- **Football Foundation Engagement:** Individualised placements with Celtic FC Foundation, used to re-engage learners with low motivation or limited classroom attendance.

Curriculum and Partnership Development 2024–2025

These opportunities were deliberately designed to reflect learner interest, build real world skills, and provide accredited outcomes. They also supported wellbeing and motivation by offering experiences beyond the traditional classroom often delivered in practical or community-based environments.

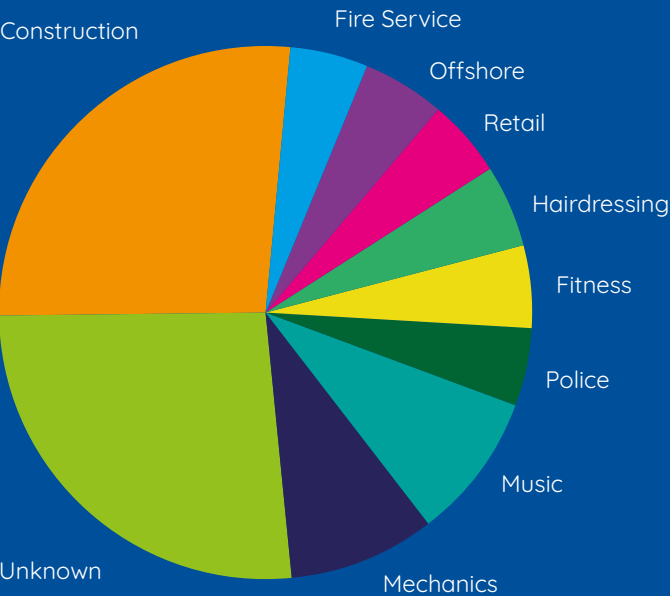
The result was a curriculum that felt relevant, inclusive and aspirational. Attendance improved steadily across the year (from 66% in Term 2 to 82% in Term 4), and the number of wider achievement awards rose from 24 to 64. Young people reported feeling “listened to” and more confident in planning for the future evidence that aligning curriculum to voice and interest can unlock both participation and purpose.

Curriculum Provision by Destination Tracking

Wider Achievement			
23/24	24/25	Num Dif	% Dif
24	64	40	+64%

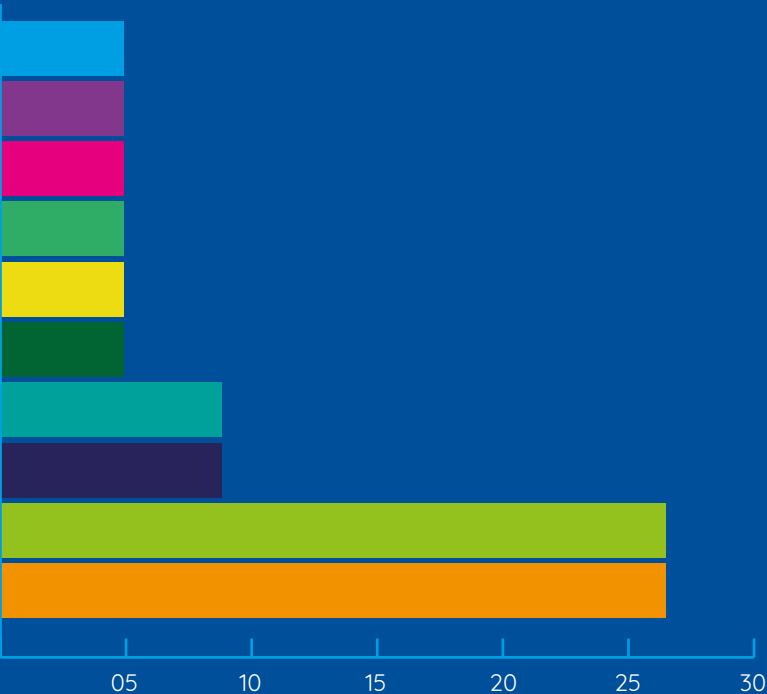
Number of young people in session throughout academic year 24-25

Learner Career Interests (2024-2025)



This shows the proportion of learners interested in each career area. Construction and Unknown each make up 27% of interests, while Music and Mechanics each hold 9%, and the remaining areas each represent 5%.

Learner Career Interests (2024-2025)



This presents the same data but links each career area to its relevant partner or curricular input. This format is useful for identifying which external providers are supporting specific interests.

Outdoor Education and Wider Achievement Developments

This year has marked a significant and exciting shift in our commitment to outdoor education and wider achievement, with several key developments enhancing both curriculum and enrichment opportunities for young people.

We were proud to achieve the Silver School Sport Award from sportscotland, recognising our increased focus on physical activity and sport as part of our whole-school ethos. A major highlight was the introduction of Archery through the Scottish Schools Archery Delivery Programme. Several staff completed formal training, enabling us to embed Archery as a wider achievement pathway, which has been both motivating and inclusive for learners, particularly bringing outdoor education into secure care.

An older, unused cottage on campus has undergone a transformation into an outdoor community space and has been renamed from Cora Cottage to Clyde View Cottage by a young person. It is now an established outdoor learning base that fosters connection, creativity, and calm for some of our learners.

We also received a £3,000 grant supporting our continued delivery of the Duke of Edinburgh's Award (DoE) programme. This covered licence costs and essential outdoor equipment, including mountain bikes, Ultimate Frisbee Golf, and other resources to make activities more accessible. We proudly re-established DoE delivery this year, with multiple Bronze Awards achieved, reintroducing this vital personal development opportunity.

Duke of Edinburgh Award

2024-2025 Achievements:

5 Bronze Section Volunteering Awards

5 Bronze Section Participation Awards

3 Bronze Section Expedition Awards

2 Bronze Section Skill Awards

DoE Grant Application – Successfully awarded £2000 for resources and DoE Membership.



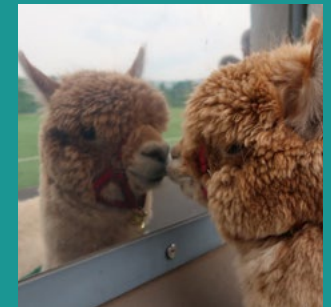
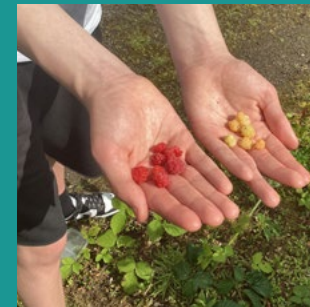
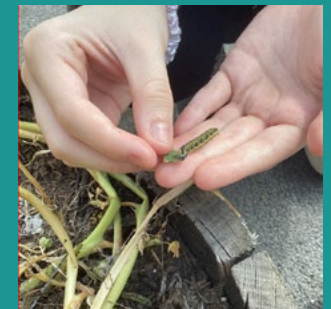
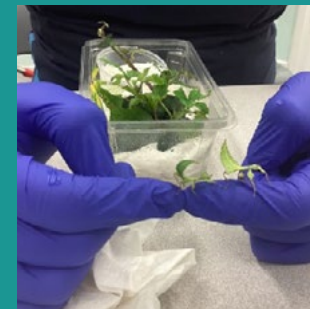
Outdoor Development

In our second year of Outdoor Lottery Fund Development, we have continued to improve our outdoor learning environments in secure care, including:

- Reinstating raised planters and developing gardening spaces,
- Installing a pizza oven and outdoor kitchen for cooking, learning, and community building,
- Embedding Learning for Sustainability themes across outdoor activities,
- And re-establishing our work toward achieving the Eco-Schools Green Flag Award.

In addition, outdoor learning has been reintegrated into the curriculum, with several pupils taking part in climbing, kayaking, and skiing as part of their timetabled experiences — providing not only challenge and skill development, but also improved engagement and wellbeing.

These collective developments highlight our commitment to providing rich, inclusive, and progressive outdoor experiences that contribute meaningfully to learning, personal growth, and wellbeing.



Education Entitlement

Period 2 Starts: Absence & Learning Provision (2022–2025)

Academic Year	Weekly Offer	Actual Weekly Avg	% Increase from 2022–2023	Notes
2022–2023	≤24.5 hours (varied by YP)	24.5 hours (est.)	—	Baseline year; no consistent full-time offer; limited tracking of lost time.
2023–2024	27.5 hours (Terms 1–6), reduced Term 7	27.5 hours	+12.24%	Strategic uplift of entitlement across all young people. Most stable delivery year.
2024–2025	27.5 hours planned	~26.8 hours	+9.39%	Provision impacted by Period 2 late starts (total: 44.9 hrs lost) due to absence and cover gaps.

Academic Year Comparison: Weekly Learning Hours

Period 2 starts are currently enforced due to insufficient daily availability of education staff to meet full timetable demand. From 2023–2024, The Good Shepherd Centre (GSC) Education entitlement is 27.5 hours of secondary schooling per week, in line with the national entitlement for all young people in Scottish secondary schools.

In-Service Day Training Summary

In-Service Training Summary 2024-2025		
Date	Focus Areas	Key Themes/Activities
Thu 15 Aug 2024	TCI Refresher	Written & Physical Training (Crisis Intervention)
Fri 16 Aug 2024	Academic & Operational Updates	Attainment Comparisons, SQA Protocols, SchIP 2024-2025, Collegiate Agreement, Wall Displays, Young People Update
Fri 11 Oct 2024	Digital Skills Education (with Crossreach)	AM: Discussion & Portakabin Workshop
		PM: Digital Tools in Classrooms; Introduction to AI; Cybersecurity Apps; Cross-subject Teaching Tools
Mon 11 Nov 2024	SIP Planning, Team Building	Review of Term 2; Term 3 Planning; SIP Workshop; Archery Team-building; Department Collaboration
Fri 14 Feb 2025	Term 4 Planning + TCI	AM: Whole-team discussion on strategy and support
		PM: TCI Refresher (Crisis De-escalation Techniques)
Term 6 (Date TBC)	AI in Learning & Child Protection	AM: Digital Skills + AI in Teaching & Learning (Deep Dive)
		PM: Child Protection Refresher and Safeguarding



Staff Voice

Category	2023–2024 Findings	2024–2025 Findings
Staff Satisfaction	Mixed; 2–4 out of 5 . Some reported low morale, undervaluation, or stress.	Higher; 4–5 out of 5 . Most feel valued and engaged. Positive shift.
Education Provision Rating	Generally rated 4 out of 5 . Seen as strong despite staffing gaps.	Improved to 4–5 out of 5 . Described as “broad, well delivered”, especially qualifications.
Job Enjoyment	Varied; 1–4 out of 5 . Some cited corridor management and stress; others praised role satisfaction.	Mostly 4–5 out of 5 . Staff mentioned variety, student engagement, and personal ownership.
Highlights	- YP achieving qualifications - Key Teacher roles - Good teamwork	- Leadership Support - Barista course - Stronger engagement of YP
Areas for Leadership Improvement	- Clearer behaviour expectations - Staff support - More training access	- Support for Complex Needs - Collaboration time - Professional development focus
Suggestions for Development	- More space - Digital tools - Reduce corridor time	- More digital/AI integration - Collaborative working - Environment modernisation

Staff Voice: Positive Reflections (2024–2025)

On Being Part of the School Community

- “I feel very much a part of the whole team now.”
— Staff response to overall experience at GSC
- “I honestly feel the school is trying to improve in every area.”

On Education Provision

- “I believe we offer lots for the young people that some other schools could not.”
— Reflecting on the uniqueness of the offer
- “There are various qualifications our young people can achieve, even within complex circumstances.”
- “I think our provision of courses has been good. We are engaging more students in relevant pathways.”

On Enjoyment of Role

- “I love my job and the variety from day to day.”
- “I really enjoy my job teaching PSE and looking out for our pupils. There’s pride in it.”
- “Currently most days are good, and I am trusted to do my job professionally.”

On Highlights of the Year

- “Delivering the barista qualification and after-school cooking sessions was a highlight.”
- “Post-COVID, getting back to running activities and being offsite with the young people has been brilliant.”
- “Sports day... and doing mixes so we can run larger sessions with our young people.”

Staff Voice: Leadership Praise (2024–2025)

- “I have a lot of time for the management team and appreciate their hard work.”
— Term 4 review comment
- “I feel the school is trying to improve in every area, and leadership is at the centre of that.”
- “I’m actively seeking middle leadership responsibilities — I’ve been encouraged to develop.”
— Highlighting leadership support for professional growth
- “Leadership has improved in terms of communication this year — I feel better informed.”
- “We’re trusted to take ownership of our work. That comes from the top.”

Child Participation Scale (CPS)

Every young person now has a termly Child Participation Scale (CPS), developed in collaboration with their Key Teacher.

These support inclusive classroom planning by identifying key areas of support and participation.

We have now introduced CPS into Key Teacher Responsibilities.

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The CIRCLE Participation Scale (CPS)



Name: _____
 Date of birth: _____ Class /Subject: _____
 Date of Scoring: _____
 Person scoring: _____

**Circle one answer for each question –
 try to answer all questions**

Learning Environments: Physical		
a	Classroom space is suitable and engaging for learner (consider accessibility, furniture, layout)	1 2 3 4
b	Playground is suitable and engaging for learner (consider safety, accessibility, play)	1 2 3 4
c	Common areas (e.g. corridors) are suitable for learner (consider accessibility, safety, signage)	1 2 3 4
d	Required tools or equipment have been identified and are available/accessible to learner	1 2 3 4
e	Sensory elements of classroom space have been considered for learner (e.g. noise, light, clutter)	1 2 3 4

Learning Environments: Social		
a	Peers include learner in class activities	1 2 3 4
b	Peers include learner in play/recreation activities	1 2 3 4
c	Relevant school staff recognise and understand learners' needs	1 2 3 4
d	Relevant school staff pro-actively provide support to meet learners' needs	1 2 3 4
e	Family circumstances allow learner to participate fully at school	1 2 3 4

Structures and Routines		
a	Learner is aware of and adheres to normal school routines	1 2 3 4
b	Learner is able to move between tasks, activities and/or classes during school day	1 2 3 4
c	Learner copes well with changes to routine or patterns	1 2 3 4
d	Learner meets relevant school staff expectations	1 2 3 4
e	Learner is involved in extra roles/activities in school (e.g. clubs, or after school)	1 2 3 4

Motivation		
a	Learner is aware of own skills and abilities	1 2 3 4
b	Learner seeks challenges or new activities and is optimistic about success	1 2 3 4
c	Learner shows curiosity and willingly engages in activities	1 2 3 4
d	Learner shows enthusiasm for activities at school	1 2 3 4
e	Learner shows pride in their achievements	1 2 3 4

Attention and Concentration		
a	Learner remembers information and instructions	1 2 3 4
b	Learner stays focussed throughout an activity	1 2 3 4
c	Learner starts activities and keeps going until they are finished	1 2 3 4
d	Learner maintains a consistent pace when participating in class activities	1 2 3 4
e	Learner works towards achieving specific goals when required	1 2 3 4

Organisational and Planning		
a	Learner chooses tools and materials and uses them as they are intended	1 2 3 4
b	Learner notices problems and if needed changes actions during activities	1 2 3 4
c	Learner keeps themselves and their workspace organised	1 2 3 4
d	Learner remembers items needed for day	1 2 3 4
e	Learner completes tasks in correct sequence	1 2 3 4

Posture and Mobility		
a	Learner stays balanced while walking, running or playing	1 2 3 4
b	Learner sits well positioned at desk for duration of activities	1 2 3 4
c	Learner moves around classroom as required	1 2 3 4
d	Learner moves around wider school environment as required	1 2 3 4
e	Learner is well co-ordinated when completing tasks	1 2 3 4

Dexterity and Manipulation		
a	Learner can effectively manipulate smaller items (e.g. pencils, scissors)	1 2 3 4
b	Learner can draw/write at a level appropriate for their developmental level/level of ability	1 2 3 4
c	Learner has good hand-eye coordination	1 2 3 4
d	Learner uses both hands well at same time	1 2 3 4
e	Learner uses appropriate force and speed during manual activities	1 2 3 4

Social, Emotional and Relationship		
a	Learner socialises with classmates and gets along with peers	1 2 3 4
b	Learner has a consistent group of friends	1 2 3 4
c	Learner engages in appropriate conversations with peers and staff	1 2 3 4
d	Learner cooperates with peers on class tasks or recreational activities	1 2 3 4
e	Learner seems happy, included and calm	1 2 3 4

Verbal & non-verbal communication		
a	Learner demonstrates understanding of body language (e.g. eye contact, expressions)	1 2 3 4
b	Learner speaks clearly and changes volume as needed	1 2 3 4
c	Learner verbalises their thoughts, ideas and questions appropriately	1 2 3 4
d	Learner understands spoken communication	1 2 3 4
e	Learner understands written communication (e.g. from board)	1 2 3 4

Example of CPS Form

CIRCLE Framework: Inclusive Practice and Collaborative Working

As part of our commitment to inclusive education, we have embedded the CIRCLE Framework to guide our inclusive practices. This includes the CIRCLE Inclusive Classroom Scale (CICS) and the Child Participation Scale (CPS), both of which were implemented and reviewed by staff.



CIRCLE Inclusive Classroom Scale (CICS)

All teaching staff completed the CICS audit twice during the academic year to assess how well the classroom environment supports inclusive learning. Staff-identified areas for improvement led to meaningful changes.

04 The CIRCLE Inclusive Classroom Scale (CICS)

The CIRCLE Inclusive Classroom Scale (CICS) v1

An inclusive classroom is dependent on the physical environment (objects and spaces), the social environment (people and how they interact) and structures and routines that are in that environment. All of these impact on the motivation, organisation and participation of learners. Because of the multiple dimensions of the classroom environment, it can impact in various ways: either positively supporting learners or negatively interfering with their participation.

The CIRCLE Inclusive classroom Scale (CICS) provides a rating of how different aspects of the environment impact on learners in the following areas:

- ☐ The physical environment
- ☐ The social environment
- ☐ Structures and routines

Each of these areas has been further divided into five constituent parts. The CICS enables you to assign a rating to each of these so that strengths and weaknesses within the environment can be easily identified.

The CICS comprises 3 ratings tables (one each for the physical environment, the social environment, and structures and routines) and a summary page. You will also find a set of reflective questions adjacent to each of the ratings tables which will help you when considering the different aspects of your classroom environment.

Summary of CIRCLE Inclusive Classroom Scale

Using the information from the previous pages complete the summary score sheet below and keep as a record of how inclusive your classroom environment is at a given time in the school year. This can be used to quickly identify any areas of strength and areas requiring attention. This, along with the previous pages can help you to develop a plan for any improvements required.

You answer the CIRCLE Inclusive Classroom Planning Page to develop your plan for improvement.

The CICS provides a score which can be used as a baseline and then repeated to show the effect of any changes made to the classroom.

Name of Evaluator: _____
Class: _____
Date: _____

	STRUCTURES & ROUTINES	SOCIAL ENVIRONMENT	PHYSICAL ENVIRONMENT
4	Environment strongly supports learner(s) participation by providing exceptional opportunities, resources, requirements & structures	Environment supports learner(s) participation by providing appropriate opportunities, resources, requirements & structures	Environment interferes with learner(s) participation by providing limited opportunities, resources, requirements & structures
3			
2			
1			

STRUCTURES & ROUTINES	SOCIAL ENVIRONMENT	PHYSICAL ENVIRONMENT		
Decision making	4	3	2	1
Routines	4	3	2	1
Appeal of activities	4	3	2	1
Rules and boundaries	4	3	2	1
Activity demands	4	3	2	1
Empowerment	4	3	2	1
Provision of information	4	3	2	1
Relationships	4	3	2	1
Support and facilitation	4	3	2	1
Attitudes	4	3	2	1
Availability of objects	4	3	2	1
Visual supports	4	3	2	1
Sensory Space	4	3	2	1
Adequacy of space	4	3	2	1
Accessibility of space	4	3	2	1

Example of CICS Summary Page

CIRCLE Inclusive Classroom Scale (CICS): You Said/We Did

Teacher Feedback

You said: 'Technology in classrooms needs upgrading — frequent technical issues impact lessons.'

We did: Invested £30,000 in Smartboards and resolved classroom computer/Mac functionality issues.

You said: 'We need consistent, communication-friendly display environments across classrooms.'

We did: Introduced a new display board policy and purchased lockable boards to ensure visual clarity and consistency.

You said: 'Learners need better regulation tools for moments of high stress or distraction.'

We did: Developed and distributed mobile distraction trolley for use by classroom assistants.

Management Action

- Delivered training sessions to all teaching staff on how to complete the CICS framework meaningfully.
- Collated teacher feedback and used it to inform investment priorities and procedural improvements.
- Scheduled follow-up CICS evaluations to track impact of implemented actions.

GL Assessment Progress

Improvements to Our Initial Assessment Process

This year, we significantly enhanced our Initial Assessment Process by fully embedding the use of GL Assessment tools, including the New Group Reading Test (NGRT), New Group Spelling Test (NGST), and Pupil Attitudes to Self and School (PASS). Each young person now receives a structured welcome and tour of our education setting, followed by a tailored assessment process—ideally completed within their first week of entry into Education.

These digital assessments offer fast, accurate, and nationally benchmarked data, helping us to better understand each learner's age, stage, and specific support needs from the outset. Importantly, the results provide practical strategies and suggested interventions, which are immediately incorporated into young people's individual education plans. A comprehensive assessment summary report is now produced within 3 weeks, compared to the previous average of over 10 weeks, allowing for much earlier planning and support.

While we await the implementation of an adaptive digital maths assessment, our maths teacher continues to contribute with detailed, expert-led profiling based on classroom knowledge and observation. We are committed to further developing this area in the 2025–2026 session to ensure consistency and depth across all curricular areas.

We have also improved the format and distribution of the Initial Assessment Report, ensuring it is accessible and informative for all relevant practitioners across Education, Care, and Wellbeing teams, as well as external professionals. This supports more cohesive, cross-disciplinary planning and intervention.

As a next step, we plan to repeat these assessments at appropriate intervals, depending on the young person's length of stay, to track academic and emotional progress over time. This will strengthen our ability to measure impact, adjust support, and evidence outcomes.



The **Standard Age Score (SAS)** is the most important piece of information derived from *NGRT*. The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.

The **Stanine** places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of their performance.

The **Group Rank (GR)** shows how each student has performed in comparison to those in the defined group. The symbol = represents joint ranking with one or more other students.

The **reading age** (or age equivalent score) is the age at which a score is most likely to be achieved based on the national sample.

Performance on a test like *NGRT* can be influenced by a number of factors and the **confidence bands** are an indication of the range within which a student's score lies. The narrower the band the more reliable the score. 90% confidence bands are a very high level estimate.

Student name	Age at test (yrs:mnths)	SAS (with 90% confidence bands)												Overall Stanine	NPR	GR (/30)	Reading Ability Scale	Reading age	Reading age confidence bands		Stanine	
		60	70	80	90	100	110	120	130	140	Lower	Upper	SC						PC			
Jack Broome	12:10	111												6	77	12	368	14:00	13:02	14:10	5	7
Thomas Cavanagh	11:08	110												6	74	=13	356	13:02	12:04	14:00	6	6
Daisy Campbell	10:01	110												6	74	=13	355	13:02	12:04	14:00	6	6
Jason House	11:00	110												6	74	=13	353	12:11	12:01	13:09	5	7
Richard Morrison	12:01	107												6	68	16	300	09:10	09:02	10:06	7	6
Peter Young	13:02	106												6	66	=17	304	10:00	09:04	10:08	5	6
Hannah Lewis	12:07	106												6	66	=17	292	09:05	08:09	10:01	5	5

A student's score is only an estimate of their ability on any one occasion as performance can be affected by a number of factors. The dot represents the student's SAS and the horizontal line represents the confidence bands. The yellow shaded area shows the average score range.

The **National Percentile Rank (NPR)** relates to the SAS and indicates the percentage of students obtaining any particular score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the national sample; NPR of 95 means that the student's score is within the highest 5% of the national sample.

The **Reading Ability Scale** is a development scale and can be used to monitor a student's reading ability or development over time. The values on the scale are 0 to 580 - a higher scale score represents a higher reading ability level. The reading ability of a student aged 6 years is around 200; for age 9 years it is around 300; and for age 16 it is around 400

To allow for an easy comparison between a student's ability in **Sentence Completion and Passage Comprehension**, a Stanine score is given for both parts of *NGRT*. A gap of two or more stanines is highlighted in the report.

GSC Education
School Improvement Plan
2024 – 2025



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