



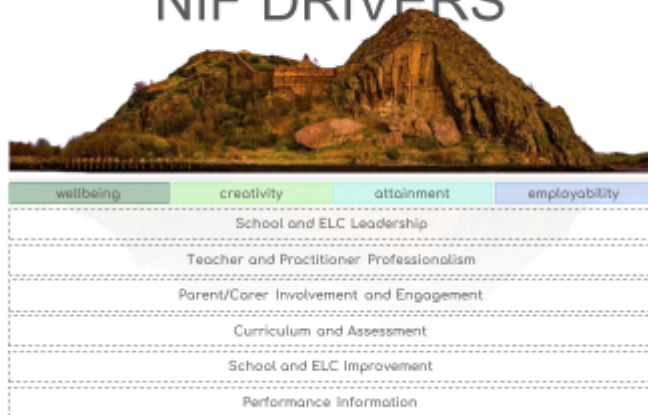
**Kilpatrick School**



## **Improvement Plan**

**2024 – 2027  
(Session 2025-2026 Year 2)**

## NIF DRIVERS



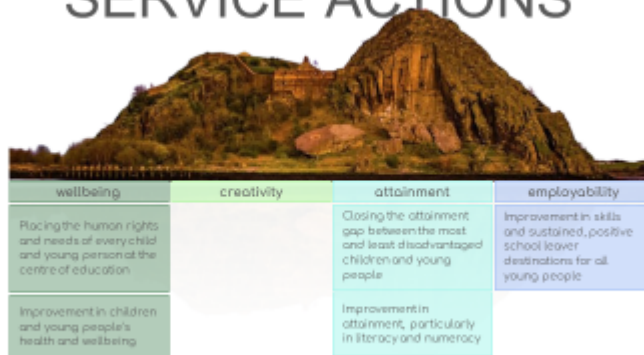
Widening  
Partnerships  
2016-17

## NIF PRIORITIES



Widening  
Partnerships  
2016-17

# SERVICE ACTIONS



West  
Dunbarton  
Council

## Alignment

### NIF DRIVERS

School and ELC Leadership

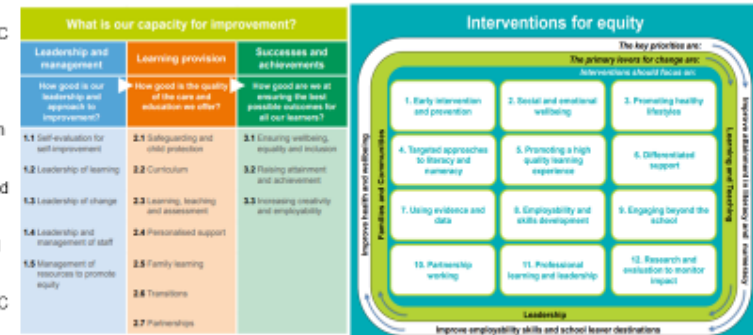
Teacher and Practitioner Professionalism

Parent / Carer Involvement and Engagement

Curriculum and Assessment

School and ELC Improvement

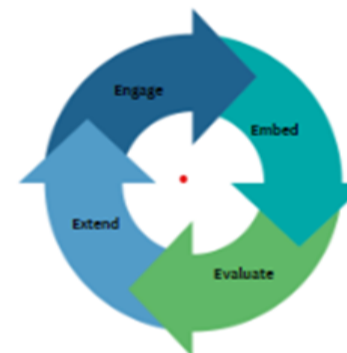
Performance Information



## Our Approach to Excellence & Equity

As a former Attainment Challenge Authority the service approach to deliver excellence equity is mature applying a cyclical model of improvement and change. The cyclical model has 4 phases:

Engage, Embed, Evaluate, Extend



### Learner Level

Develop Habits of Mind  
Make healthy choices  
Successful  
Confident  
Responsible  
Effective

Global Competencies  
(6WDC's):  
Character, Citizenship,  
Creativity, Collaboration  
Communication, Critical  
Thinking

## Excellence & Equity



NIF DRIVERS	THE EXPECTATIONS OF OUR LEARNERS: PRACTITIONERS, LEADERS, SYSTEM
Performance Information	Learners: Increased engagement, progress, achievement
Teacher and practitioner professionalism	Practitioners: Adaptive experts who teach based on a clear understanding of what works best for raising learner achievement
Curriculum and Assessment	Practitioners: Delivering broad ranging, personalised curriculum ensuring all children and young people develop skills for learning, life and work
School & ELC Leadership School & ELC Improvement	Leaders: Enhanced visibility into school performance and decision making based on evidence
Parental/Carer Involvement and engagement	System: Integrated working to develop the talent of our diverse young people

### 3 Year Overview

	YEAR 1	YEAR 2	YEAR 3
ENGAGE	<ul style="list-style-type: none"> <li>• With Count with Me in WDC - as a vehicle to refresh our Numeracy approaches.</li> <li>• With the 6 WDCs framework through our BGE Planning Toolkit.</li> <li>• With Evisense as an enhancement of our BSquared Tracking Toolkit and to increase parental engagement in learning.</li> <li>• With the refreshed GIRFEC paperwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Roll-out of LGBT-inclusive education across the school community.</li> <li>• Develop a digital guide outlining our approach to Nurturing Positive Relationships.</li> <li>• Pilot the use of Meta Skills in secondary provision to enhance explicit skills development.</li> <li>• Implement Intensive Interaction to promote social engagement, communication, and connection.</li> </ul>	<ul style="list-style-type: none"> <li>• Refresh our H &amp; W strategy</li> </ul>
EMBED	<ul style="list-style-type: none"> <li>• SCERTS in Action</li> <li>• Our approaches to Assessment and Moderation</li> <li>• Therapeutic Interventions across Kilpatrick School</li> <li>• Rights Education through achieving the UNCRC</li> </ul>	<ul style="list-style-type: none"> <li>• Embed and extend the 6 WDCs to make skills development explicit in planning.</li> <li>• Embed and extend OSIRIS strategies to improve teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Our Positive Relationships Strategy</li> <li>• Our Refreshed Literacy Strategy</li> <li>• Embed our approaches to delivering our DYW curriculum across our setting</li> </ul>

	<b>Silver Award</b>	<ul style="list-style-type: none"> <li>● Achieve the Makaton Friendly School Award through embedding our total communication approach.</li> <li>● Enhance Outdoor Learning through Forest Kindergarten, Forest Schools, and Junior Duke.</li> <li>● Fully embed SCERTS in Action across the school.</li> <li>● Embed the WDC Count with Me numeracy strategy.</li> <li>● Embed the use of our digital “how we do this” guide to Numeracy approaches.</li> </ul>	
<b>EVALUATE</b>	<ul style="list-style-type: none"> <li>● <b>Our approaches to developing Literacy and Communication through the L &amp; C Friendly School Award)</b></li> <li>● <b>Our Senior Phase DYW Curriculum including collaboration with Working4U on Project Search</b></li> </ul>	<ul style="list-style-type: none"> <li>● Review the recognition and realisation of learners’ rights with stakeholders.</li> <li>● Review approaches to Nurturing Positive Relationships with stakeholders.</li> <li>● Analyse feedback on Nurturing</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Numeracy strategy - Count with Me in WDC</b></li> <li>● <b>Visible Learning</b></li> <li>● <b>Our BGE Planning toolkit including our use of the 6 WDC Competencies in curriculum planning</b></li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Our approaches to supporting emotional regulation and promoting positive Relationships including Restorative Approaches</b></li> <li>● <b>Our Self Evaluation for School Improvement processes.</b></li> </ul>	<p>Positive Relationships to identify strengths and improvements (e.g. House System).</p> <ul style="list-style-type: none"> <li>● Review approaches to skills development with stakeholders.</li> <li>● Conduct self-evaluation for school improvement (SIG and whole-school).</li> <li>● Evaluate whole-school teaching, learning, and improvement processes with stakeholders.</li> <li>● Review approaches to developing Reading skills with LLC partners.</li> <li>● Evaluate Health and Wellbeing provision with stakeholders.</li> <li>● Review the impact of SCERTS implementation with stakeholders.</li> <li>● Evaluate Numeracy development approaches with stakeholders.</li> </ul>	
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		<ul style="list-style-type: none"> <li>Review parental engagement strategies through stakeholder consultation.</li> </ul>	
<b>EXTEND</b>	<ul style="list-style-type: none"> <li><b>SCERTS - full assessment where appropriate</b></li> <li><b>BGE Planning Toolkit (GIRFEC &amp; 6 WDCs)</b></li> <li><b>Outdoor Learning including Forest Schools, Bikeability and DOE, including Junior Duke</b></li> </ul>	<ul style="list-style-type: none"> <li>Secure Silver and start working towards our Gold Rights Respecting School Award.</li> <li>Introduce a school therapy dog and Rebound therapy as part of therapeutic provision.</li> <li>Extend SCERTS full assessments with parents to a wider cohort of families</li> <li>Extend the use of Core Words to develop literacy and communication skills.</li> <li>Extend parental engagement through SCERTS assessments and the roll-out of B-Squared/Evisense.</li> </ul>	

**Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community**

**WELLBEING**

Outcomes	Actions	Resource
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<i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	<b>This should be action focused language</b>	<b>This should be human/time /budget</b>
<p><b>Learners:</b></p> <p>Feel safe, respected, and included through consistent nurturing approaches and rights-based education.</p> <p>Experience improved emotional regulation, communication, and relationships through SCERTS, Intensive Interaction, and therapeutic provision.</p> <p>Benefit from enhanced opportunities for outdoor learning, promoting physical health and wellbeing.</p>	<ul style="list-style-type: none"> <li>● Progress from Silver to Gold Rights Respecting School Award.</li> <li>● Lead the roll-out of LGBT-inclusive education across the school community.</li> <li>● Develop a digital guide outlining our approach to Nurturing Positive Relationships.</li> <li>● Review approaches to Nurturing Positive Relationships with stakeholders.</li> <li>● Analyse feedback on Nurturing Positive Relationships to identify strengths and improvements (e.g. House System).</li> <li>● Implement Intensive Interaction to promote social engagement, communication, and connection.</li> <li>● Enhance Outdoor Learning through Forest Kindergarten, Forest Schools, and Junior Duke.</li> <li>● Fully embed SCERTS across the school.</li> <li>● Extend SCERTS full assessments with parents to a wider cohort of families.</li> <li>● Review the impact of SCERTS implementation with</li> </ul>	<p>Time dedicated through our whole school collegiate calendar for CLPL and SIG Groups to progress their work, including agreed shared dates within our LLC to overtake Count with Me training.</p> <p>Time at Inservice for in-house Makaton training.</p> <p>PRD and Be the Best Conversations to identify CLPL needs</p>
<p><b>Practitioners:</b></p> <p>Confidently implement nurturing and inclusive practices that promote wellbeing for all learners.</p> <p>Use SCERTS, Intensive Interaction, and Outdoor Learning approaches effectively to support learner engagement.</p> <p>Access clear guidance through digital resources to ensure consistency in practice.</p>		<p>PEF and School Budget to support the purchase of resources for the development of our approaches to both Numeracy and Literacy and Communication.</p>
<p><b>Leaders:</b></p>		<p>Central funding of BSquared - Evisense.</p>

<p>Monitor and evaluate wellbeing provision to ensure positive impact on learners.</p> <p>Foster a whole-school culture that prioritises rights, relationships, and inclusion.</p> <p>Use stakeholder feedback to refine and improve wellbeing initiatives.</p>	<p>stakeholders.</p> <ul style="list-style-type: none"> <li>● Introduce a school therapy dog and Rebound therapy as part of therapeutic provision.</li> <li>● Evaluate Health and Wellbeing provision with stakeholders.</li> <li>● Extend parental engagement through SCERTS assessments and the roll-out of B-Squared/Evisense.</li> </ul>	
<p><b>Families:</b></p> <p>Engage in partnership approaches (e.g., SCERTS assessments, B-Squared/Evisense) to support their child's wellbeing.</p> <p>Feel informed and confident about the school's strategies for nurturing and inclusion.</p> <p>Contribute to shaping wellbeing provision through consultation and feedback.</p>		
<p><b>Performance Measures / Targets - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</b></p>		
<p>Learner survey/focus groups show:</p> <ul style="list-style-type: none"> <li>● Almost all children and young people can communicate in their own way their understanding of emotional regulation and relationships.</li> <li>● Almost all children and young people can communicate in their own way their understanding of how we are recognising and realising their rights.</li> </ul>		

- Almost all children and young people have the opportunity to experience and enjoy the use of therapeutic interventions to support their engagement in school.
- Periods of distress and dysregulation are reduced in length and frequency.
- Almost all learners are engaged in most learning within their class
- Parent Groups feedback that they are aware of and are engaged with our approaches to promoting the wellbeing of their children and young people including rights based education, SCERTS in Action and our approaches to promoting positive relationships and supporting emotional regulation.

**Priority 2: Implement approaches to creative teaching and learning, ensuring engagement in learning**

**CREATIVITY**

<b>Outcomes</b> <i>Learners, Practitioners, Leaders,  Parents/Families/Communities</i>	<b>Actions</b>	<b>Resource</b>
<p><b>Learners:</b></p> <p>Develop creative problem-solving and transferable skills through the use of Meta Skills and WDCs.</p> <p>Apply innovative thinking in outdoor and cross-curricular contexts.</p> <p>Engage with digital tools and resources to support learning in creative ways.</p>	<ul style="list-style-type: none"> <li>● Embed and extend the 6 WDCs to make skills development explicit in planning.</li> <li>● Pilot the use of Meta Skills in secondary provision to enhance explicit skills development.</li> </ul>	<p>Time dedicated through our whole school collegiate calendar for CLPL and SIG Groups to progress their work, including agreed shared dates within our LLC to overtake Count with Me training.</p> <p>Time at Inservice for in-house Makaton training.</p> <p>PRD and Be the Best Conversations to identify CLPL needs</p> <p>PEF and School Budget to support the</p>

		<p>purchase of resources for the development of our approaches to both Numeracy and Literacy and Communication.</p> <p>Central funding of BSquared - Evisense.</p>
<p><b>Practitioners:</b></p> <p>Confidently integrate WDCs and Meta Skills into planning and delivery.</p> <p>Use digital guides to enhance creative and interdisciplinary approaches.</p> <p>Design learning experiences that encourage curiosity, innovation, and collaboration.</p>		
<p><b>Leaders:</b></p> <p>Drive a culture of innovation and creativity across the curriculum.</p> <p>Monitor the impact of creative approaches on learner engagement and progression.</p> <p>Support staff to experiment with and refine creative pedagogies.</p>		

<p><b>Families/communities:</b>  Recognise the value of creativity in their child’s learning and development.</p> <p>See their child’s creative skills demonstrated in varied contexts.</p> <p>Access information and resources to support creative learning at home.</p>		
<p><b>Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</b></p>		
<ul style="list-style-type: none"> <li>• By term 3 all practitioners in the BGE can evidence the integration of the 6 WDCs skills framework in their curriculum planning</li> <li>• Through our SE for SI processes and BSquared we can evidence that almost all children and young people are engaged in our creative approaches to integrating skills and in our curriculum which is leading to progress in learning and the promotion of wellbeing.</li> </ul>		

**Priority 3: Ensure approaches to raising attainment for all pupils including those at risk of missing out.**

**ATTAINMENT**

<b>Outcomes</b> <i>Learners, Practitioners, Leaders,  Parents/Families/Communities</i>	<b>Actions</b>	<b>Resource</b>
<p><b>Learners:</b></p> <p>Make measurable progress in literacy, numeracy, and communication skills.</p> <p>Develop skills for learning, life, and work through explicit, targeted approaches.</p> <p>Benefit from high-quality teaching informed by self-evaluation and evidence-based strategies.</p>	<p>Embed and extend OSIRIS strategies to improve teaching and learning.</p> <p>Review approaches to skills development with stakeholders.</p> <p>Conduct self-evaluation for school improvement (SIG and whole-school).</p> <p>Evaluate whole-school teaching, learning, and improvement processes with stakeholders.</p> <p>Achieve the Makaton Friendly School Award through embedding our total communication approach.</p> <p>Extend the use of Core Words to develop literacy and communication skills.</p>	<p>Time dedicated through our whole school collegiate calendar for CLPL and SIG Groups to progress their work, including agreed shared dates within our LLC to overtake Count with Me training.</p> <p>Time at Inservice for in-house Makaton training.</p> <p>PRD and Be the Best Conversations to identify CLPL needs</p> <p>PEF and School Budget to support the purchase of resources for the development of our approaches to both Numeracy and Literacy and Communication.</p>
<p><b>Practitioners:</b></p> <p>Use OSIRIS, WDC Count with Me, and Makaton approaches to raise attainment.</p> <p>Analyse and act on data from evaluations to inform planning.</p> <p>Consistently apply evidence-based strategies to support</p>	<p>Review approaches to developing Reading skills with LLC partners.</p> <p>Embed the WDC Count with Me numeracy strategy.</p> <p>Evaluate Numeracy development approaches with stakeholders.</p>	<p>Central funding of BSquared - Evisense.</p>

learner progress.		
<b>Leaders:</b>  Monitor attainment data to ensure equity and excellence.  Lead improvement cycles informed by robust self-evaluation.  Support targeted interventions to close gaps in attainment.		
<b>Families/communities:</b> Understand their child's progress and next steps through clear communication.  Support learning at home using school-provided strategies and resources.  Engage in collaborative approaches to raise attainment.		

**Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc**

- Through BSquared we can evidence that all learners are making progress appropriate to their level of development in Literacy and Communication
- Almost all practitioners feedback that they feel confident in delivering learning experiences through a total communication approach
- Through our SE for SI processes we observe almost all learners engaged meaningfully in learning in both Literacy and Communication and Numeracy
- Almost all practitioners feedback that they feel confident in delivering learning experiences in Numeracy that are relevant to their learners
- Through BSquared we can evidence that all learners are making progress appropriate to their level of development in Numeracy
- Almost all parents and carers feedback that they are aware of the ways in which we support the development of literacy and communication skills and numeracy skills
- Almost all parents/carers involved in the Evisense pilot feedback that they feel more engaged in their child's learning
- All practitioners involved in the Evisense pilot report that this platform enhances parental engagement in learning
- All practitioners feedback that they feel confident in assessing the progress of their learners
- We achieve the Language and Communication Friendly School Award

**Priority 4: To develop children's/young people's skills, enabling achievement in learning, life and work**

**EMPLOYABILITY**

<b>Outcomes</b> <i>Learners, Practitioners, Leaders,  Parents/Families/Communities</i>	<b>Actions</b>	<b>Resource</b>
<p><b>Learners:</b></p> <p>Develop skills aligned to employability through WDCs and Meta Skills.</p> <p>Apply transferable skills in real-life and project-based contexts.</p> <p>Recognise their own strengths and areas for development in preparation for life after school.</p>	<ul style="list-style-type: none"> <li>● <b>Embed and extend the 6 WDCs to make skills development explicit in planning. (<i>also supports Creativity</i>)</b></li> <li>● <b>Pilot the use of Meta Skills in secondary provision to enhance explicit skills development. (<i>also supports Creativity</i>)</b></li> <li>● <b>Review approaches to skills development with stakeholders. (<i>also supports Attainment</i>)</b></li> </ul>	<p>Time dedicated through our whole school collegiate calendar for CLPL and SIG Groups to progress their work.</p> <p>PRD and Be the Best Conversations to identify CLPL needs</p> <p>Budget for resources for delivering new SQA qualifications</p>
<p><b>Practitioners:</b></p> <p>Embed employability skills within curricular and extracurricular activities.</p> <p>Use skills frameworks (WDCs, Meta Skills) to make connections between learning and the world of work.</p> <p>Provide learners with opportunities to experience work-related learning contexts.</p>		

<p><b>Leaders:</b></p> <p>Ensure employability skills are embedded in school improvement priorities.</p> <p>Monitor the impact of employability-focused learning on learner destinations.</p> <p>Build partnerships with employers and agencies to enhance opportunities.</p>		
<p><b>Families/communities:</b></p> <p>Understand the importance of employability skills in their child's education.</p> <p>Support their child to explore future pathways and opportunities.</p> <p>Engage with school events and initiatives linked to careers and skills development.</p>		

<b>Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline - THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</b>		
<ul style="list-style-type: none"> <li>• Most Senior Phase learners have the opportunity to engage in real world employment opportunities both within and outwith our school</li> <li>• Most Senior Phase learners have opportunities to achieve SQA qualifications across our DYW curriculum</li> <li>• We are able to support access to supported employment opportunities for some of our young people</li> <li>• Almost all learners involved in the Senior Phase DYW curriculum demonstrate improved employability skills, such as problem-solving, teamwork, and communication.</li> <li>• Our learners feedback that they feel supported to develop employability skills</li> <li>• We continue to raise attainment in the Senior Phase</li> </ul>		