



Standards and Quality Report 2024 - 2025

Parklands School





Context of the school

Including some or all of the following:

- basic school details (roll, class composition etc.)
- school vision, value and aims;
- local contextual issues;
- factors affecting progress (e.g. staffing changes/issues).



Parklands School, Helensburgh is the only standalone special school within Argyll and Bute. The school caters for pupils aged 5-18 years of age who have an additional support needs of a severe/complex nature. At present the school has 46 pupils on the roll, 3 primary classes, 2 secondary classes. Helensburgh and Lomond area has a high proportion of naval families due to the proximity to Faslane naval base, at present we have 12 pupils from Naval families. The movement of naval personnel can impact on our pupils who often experience periods of anxiety and upset when a parent is deployed overseas.

Parklands school was purpose built in 1994, with the amalgamation of two schools, East Bay and Ardlui school. The building is on one level ensuring accessibility throughout and consists of a number of classrooms which are directly off the main hall as well as a sensory room, food technology room and a hydro pool which is fully accessible. At present we have a management team that consists of a HT, DHT and 2 PT's, alongside 8.3 FTE teachers, with 1 instructor, 1 childcare and early year's worker and ASN support staff.

We continue to have the main focus for our pupils on health and wellbeing (self-regulation) alongside communication to ensure our pupils have a voice and can make decisions about their life.

In session 2024-25 we refreshed our school vision, values and aims following consultation with parents, staff, pupils and partners, further information on this can be found within the overview of SIP priority 1.

Review of SIP | Priority 1

Refresh our Vision, Values and Aims



Progress and Impact:

During the session all parents were offered two opportunities to comment on our Vision, values and aims. The majority of parents submitted a written response during parents' night. Key themes coming from parents included 'independence, kindness, trust, safety and being happy'.

All staff participated in two sessions during in-service days to look at our vision, values and aims. During this time we then produced a shortlist of values and prioritised these, these were displayed in our foyer for all stakeholders to see and allow for any further comment.

A small pupil focus group was brought together to then look at the short list and discuss what they saw as priorities for our school. Again similar themes came out from our pupils, with 'safety, fun and happiness' being key themes. The pupils took time to discuss how they would like to display our values, and decided upon bringing our values to life by introducing our values through superheroes.

Impact

The focus on our vision, values and aims has resulted in some high quality conversations with staff in regards to what our priority for our pupils is and how we provide for that both in our curriculum and also through our own behaviour. This has helped to reaffirm the nurturing and trauma informed approaches that we use within school.

The pupil focus group empowered our pupils to voice their priorities, this was facilitated through a variety of activities, these included symbolised voting poll, talking mat sessions to identify likes in school, alongside discussions with pupils in regards to what is important to them. All pupil voice activities were supported by AAC, symbol, sign and speech, another focus was around how our vision, values and aims should be implemented e.g. celebrations at assemblies, badge pins to be awarded as well as superheroes characters for our values.

It was reassuring to hear from the majority of parents that they felt the majority of our existing vision, values and aims on the whole reflected their views and wishes.

Vision

To be safe and happy, working towards independence

Values

Safe, happy, respect

Aims

We care

We respect

We work together.



Next Steps:

- **Embed our new vision, values and aims throughout the school year, this includes assemblies, displays, planning and school newsletter.**
- **Characterise our values to give added meaning for our pupils.**
- **Refresh Relationships policy to reflect new vision, values and aims**
- **Refresh our curriculum rationale to reflect our vision, values and aims**
- **All staff to embed our VVA through language in daily practice and a variety of activities within school.**



Review of SIP | Priority 2

Improving learning, teaching and assessment across HALCO schools (focus on SCERTS implementation within Parklands School)

Progress and Impact:

SCERTS, stands for Social Communication, Emotional Regulation and Transactional Supports. The SCERTS approach provides a framework for improving communication and social-emotional abilities for young people who have difficulties in these areas. The approach can be used alongside many other supports. SCERTS also places an emphasis on nurture and relationships, used both at home and in establishments.

All class teachers engaged with an initial information sharing session to introduce the SCERTS approach. Teachers also had the opportunity to visit a school in a neighbouring local authority where SCERTS was already fully established. This allowed them to see the framework embedded in classroom routines and interactions in a school with a similar profile to Parklands.

All class teachers identified at least one pupil to focus on for initial implementation of the approach. SCERTS plans were introduced for ten pupils across the school this session. Teaching staff identified targets for Social Communication and Emotional Regulation based on initial assessments. Good practice was shared between teaching staff with examples of appropriately individualised transactional supports shared. Teaching staff ensured consistency in approach by informing their team of support staff which targets and transactional supports have been identified for each pupil.

An information session for support staff was delivered on an in-service day to support in developing their understanding of the SCERTS approach.

All Parklands teachers engaged in a Practitioner Enquiry focusing on their implementation of SCERTS demonstrating their processes, successes and professional learning over the academic session. These enquiries will be available on the school website to demonstrate our whole-school commitment to improving Social Communication and Emotional Regulation through SCERTS.

In May 2025, HT and DHT presented the Parklands journey in SCERTS to an event for leaders within Learning centres within Argyll and Bute, this gave an opportunity to share practice and create networks.

Impact:

Pre and post implementation questionnaires showed:

- the number of staff members considering their confidence levels in teaching/supporting Social Communication as 'confident' or 'very confident' increased by 18%.
- the number of staff considering their confidence levels in teaching/supporting pupils' Emotional Regulation as 'confident' or 'very confident' increased by 22%

SCERTS assessments demonstrated that all pupils with whom SCERTS was implemented improved their Social Communication and Emotional Regulation by at least one point on the SCERTS assessment scale in more than one domain. SCERTS domains include the following : Social communication-Joint attention, Social communication-symbol use, Self-regulation and Mutual recognition.

Next Steps:

SCERTS plans will be implemented for all pupils from August 2025.

Class teachers will engage in moderation of SCERTS plans focusing on transactional supports and peer support.

Further training for all support staff with the focus on transactional supports.

Creation of a Class Charter for each class team, recognising the role everyone has in the class including the SCERTS approach.

SCERTS Partners to be established to provide ongoing peer support for all teaching staff

Participation in ongoing network events for Learning centre leaders across the authority will allow for opportunities to share practice including provide support and advice as required across Local authority.



Review of SIP | Priority 3

Develop outdoor learning approaches

Progress and Impact:

Over the 2024-2025 school year we've worked hard to develop our outdoor education program and ensure quality outdoor learning experiences are accessed by all pupils. Support staff, teachers and senior management all took part in skills development, training and activities to build our outdoor learning program including for much of the day during our February in-service. Other activities and actions related to outdoor learning taken throughout the year include:

We had a playground assessment done by Carol Murdoch to help us pinpoint ways we can use our existing resources

Teaching staff walked around Hermitage Park which borders Parklands school which included professional dialogue about how we could use the space, and similar spaces on our grounds, for outdoor education, including adapting it for our learners and overcoming barriers to learning outdoors.

Reviewed outdoor education policies from other authorities and discussed how to adapt these to our school before developing our own.

In-service day had Outdoor Learning focus. All staff and teachers participated in role play in playground as either adults or pupils. Adults set up provocations and supported pupil led play, while "pupils" engaged with the provocations. We also worked together to make communication aids to enhance outdoor learning. In the afternoon all staff, attended a training session by an outside expert on outdoor learning, Carolyn McFarlane.

A wall display showcasing evidence from our outdoor learning activities on in-service day was created.

School funds were spent on outdoor learning resources for the playground, including a willow shelter, building materials and other play materials and outdoor tuff trays.

The school obtained a grant from Learning Through Landscapes to purchase outdoor loose parts play equipment and sustainability learning resources.

The PTA purchased waterproofs and wellies for every pupil to be used for outdoor play and learning.

Our Cub and Scout groups engaged in a number of outdoor learning activities including working on navigation and map skills, and earning their naturalist badge.

IMPACT

The impact of these activities have been felt throughout the school in many ways. Most obvious is the increase in outdoor learning throughout the school. Our youngest class, the Acorns, has been regularly engaging curricular related learning, such as outdoor mark making. Our Shooting Stars class (upper primary) has been visiting Duchess Woods and Hermitage Park for nature related experiences and learning. Our secondary classes have also increased their time outside, including curricular related outdoor learning in Hermitage Park and using outdoor spaces to regulate their emotions and energy. Teachers and support staff feel more confident about planning and supporting meaningful outdoor learning experiences for all pupils no matter their age or learning style.

Outdoors has also been of benefit as a regulating activity for many of our pupils, with a reduction in recorded incidents for identified pupils.

This coming school year (2025-2026) will be our first full year with our new outdoor learning policy in place and we expect that we will continue to see a growth in outdoor learning experiences and opportunities for all pupils. Additionally, as part of our Learning Through Landscapes grant, we will receive bespoke in person training on outdoor learning which we are really looking forward to.

Next Steps:

- **Reflect outdoor learning approaches in refreshed IDL approach.**
- **Outdoor learning guidance distributed and to be monitored and reviewed.**
- **Purchase and replace resources as appropriate.**
- **Outdoor planning to be reflected in teacher's plans to allow tracking of progress.**
- **Outdoor learning framework to be finalised and introduced, impact of framework to be reviewed through planning and use of engagement scale.**



Review of SIP | ELC Priority

Enter Priority Here

Progress and Impact:

Next Steps:



Review of SIP | GME Priority

Enter Priority Here

Progress and Impact:



Next Steps:

Review of SIP | DEVELOPING IN FAITH PRIORITY
Enter Priority Here



Progress and Impact:

Next Steps:

1.1 Attainment Data



Attainment of Literacy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5 year trend).

All pupils are on individual milestones, but work at levels within CFE. Our pupils have spikey profiles and do not always retain information, therefore assessment to confirm they are secure within a level can be difficult however they may be able to access working at aspects of elements within the level.

Our school tracking system looks to track individual's progress across a session and across a longer period of time.

PUPIL PROFILE

Foundation level 11 pupils

Pre-early level 15 pupils

Early level 9 pupils

First level 4 pupils.

Senior phase 5 pupils

TARGETS SET FOR 45 PUPILS

TOTAL TARGETS SET 145

TARGETS ACHIEVED 132

26 PUPILS ACHIEVING 100% OF TARGETS

14 PUPILS ACHIEVING 70% -99% OF TARGETS

5 PUPILS ACHIEVING 50-69% OF TARGETS

0 PUPILS ACHIEVING 30-40% OF TARGETS

0 PUPILS ACHIEVING 0-30% OF TARGETS

1.2 Attainment Data



SQA information



Young people at Parklands begin working on SQA units in S4- S6. In the past the school was a member of ASDAN, however the decision was made to focus on SQA qualifications due to the wide range of units available through SQA at Nat 1 and Nat 2 level. Working on SQA qualifications gives young people with complex additional support needs a senior phase experience that is in line with other young people in Scotland and demonstrates inclusive practice.

There are many SQA units available at Nat 1 and 2 level in addition to Personal Achievement and Personal Development awards. All senior phase pupils will take a Numeracy, Literacy and Health and Wellbeing unit each year. Other units are decided based on knowledge of the pupil (likes and dislikes), skills that the pupil will need for adult life and by using the SQA tracker to establish any gaps over the three year period to ensure that young people experience a range of subjects. There is no closed list of courses at Parklands, all units are considered. Pupil progress through SQA qualifications at their own pace and with the level of support that they need.

The SQA level that young people work on is initially decided on using assessment information from their BGE years and the CfE tracking that was completed throughout that period. SQA is very personal to the pupils own abilities, each year can vary in units that we present for given the profile of our senior phase pupils.

In reviewing attainment data in relation to SQA, there is a challenge in comparing figures for previous years, given the wide needs of our pupil group within the Senior phase cohort. Each year can look very different in numbers and in addition can also look very different in regards to level accessed.

Next Steps

- Continue to present pupils for Nat 1 and 2 as appropriate to their level of need.
- Continue to offer a wide range of opportunities within the senior phase relevant to the learners needs.

NUMBER OF NAT 1 UNITS 2024-2025	NAT 1 UNITS 2024-2025	NUMBER OF NAT 2 UNITS 2024-2025	NAT 2 UNITS 2024-2025	NUMBER OF PERSONAL ACHIEVEMENT AWARDS 2024-2025	PERSONAL ACHIEVEMENT AWARDS 2024-2025
15	Communication: Responding to Ideas in Fiction Music: Producing a Sound Number Skills: Time Religious and Moral Education: Religious Festivals Practical Craft Skills: Making a craftwork Item Information and Communications Technology: Capturing Digital Images Independent Living Skills: Basic First Aid Communication Passports	32	English and Communication: Creating Texts Lifeskills Mathematics: Time Working with Digital Images Creating Materials for Performance Physical Education: Improving Performance Practical Craft Skills: Making a Craftwork Item Social Subjects: Making a Contrast	6	Personal Achievement: Personal Health





Wider achievements

- What opportunities for wider achievement were offered?
- What systems are in place to track and monitor participation?
- How have you addressed any gaps in participation?



In the local area there are very few appropriate resources and activities for pupils to access. In response to this, as a school we have acknowledged the need for wider achievement opportunities. Given the complexities of access to wider achievement, we continue to refine how we track and monitor participation. This session we will continue to access achievements from home through Seesaw as well as exploring other digital options that will help to support. We will continue to explore other community resources that may offer different opportunities to support our pupils to develop new skills and foster positive relationships.

Scouts

Scouting at 1st Rhu Parklands had a very successful year during the 2024-2025 school year. Both the Cub and Scout sections grew, with the Cubs going from five members to 10 and Scouts increasing from six to seven members. In total we had 17 Cubs and Scouts registered with us, which is more than 1/3 of the school! Both sections enjoyed a number of activities with the wider 1st Rhu Scouting community including a couple of movie nights, our end of the year celebration, where both a Parklands Cub and Scout won an annual award, as well as our group camp, with one Parklands Cub joining all of our other Cubs for a day of adventure and one of our Scouts staying at camp for an entire weekend.

The Cubs enjoyed shaping their scouting experiences by deciding what badges that they would like to earn at a Pack Forum in September – this gave everyone a voice in shaping what Cubs would look like for the year. The Cubs picked some excellent and fun badges to earn, including Artist, International, Digital Maker stage 1, Scientist, Naturalist and Navigator stage 1. These badges gave our Cubs the opportunities to learn more about their world, express themselves creatively, and get first-hand experience with digital technology. A highlight for the Cubs was donated nature themed sensory items to the Loch Lomond and the Trossachs National Park visitor centre in October. The Cubs had made these the previous year as part of their Community Impact badge to help make our community more inclusive.

The Scouts had a really year, and just like the Cubs, decided which badges they would like to earn. Over the year they worked on and earned their Chef badge, Astronomer badge, Artist badge, Digital Maker stage 1, Scientist badge, Navigator stage 1, Entertainer badge, and Circus Skills badge. The Scouts also worked extremely hard learning their Scout promise in Makaton and creating symbolised resources for the Scout Law and the Scout promise to share with Scout groups all over the UK as their community impact badge. Our scouts also participated in a Saturday adventure day the 1st Rhu Scout Hut, where they played games, cooked over a fire and tried their hand at archery.

After School Club

A free weekly after-school football club was offered to all pupils which spanned over the course of eight weeks. This was supported by Rebecca Murphy, Parklands School Sports coordinator, Martin Caldwell from Argyll and Bute Active Schools, and Jerry who volunteered and has experience of running Super Strikers, a local football club. On a regular weekly basis we have eleven attendees of a variety of ages ranging from five to seventeen. The rationale behind offering this after-school club was to promote wellbeing, and provide opportunities for wider achievement for our children and young people due to a recognition of a lack of inclusive provision being offered within the community.

The impact was evaluated through observation and feedback. Through informal discussion, parents reported positive feedback – “We didn’t expect her to be able to tolerate the football club” and “There are no other clubs locally for him to go to”. What was observed was an increase in engagement, increased confidence, the development of gross motor skills, allowing for football-specific skills and techniques to develop. Transitioning to the pitch also became much easier for our pupils with consistent weekly routines and the support of staff. The pupils

genuinely enjoyed these sessions and were excited about the prospect of attending further sports club sessions. It also supported the development of positive relationships and friendships between pupils from different classes and provided leadership/ role model opportunities for older pupils who quickly adopted the role of mentor to younger pupils.

Moving forward, we are intending to run a full catalogue of multi-sport experiences for our learners, which would change on a termly basis. After providing a range of multi-sport experiences, we aim to become involved with Disability Sport Scotland school events, giving our children and young people the opportunity to showcase their sporting abilities. We also seek to bridge the gap in provision for inclusive sporting clubs in the local area, our hope we be to support a sports camp over holiday periods.



Pupil Equity Funding

Summarise progress and next steps in relation to pupil equity funding



Progress and Impact:**OUTDOOR LEARNING****PROGRESS**

Outdoor learning was one of our school priorities this session with all staff participating in training during Feb in-service day. The training was delivered in conjunction with Thrive outdoors. Over the course of the year more resources for outdoor, specifically the playground were purchased. These resources were to meet a variety of age groups but allow and encourage freedom of exploration whilst outside as well as encouraging problem solving, co-operation with others and develop communication. All staff now recognise the importance of being outdoors on wellbeing.

IMPACT

Throughout the year there has been a steady increase in pupil access to the outdoors. All classes now have outdoor time on their class timetable. The playground has been observed to offer more opportunities for co-operative working with others. Staff now widely use the playground as an area for regulating as well as an area for learning. The outdoor learning environment also features as a transactional support in some of our pupils SCERTS plans. In particular a success point this year was a pupil who has previously struggled to transition to any areas of the school will now join her classmates in the playground and watch from the side.

RDA**PROGRESS**

This session 4 pupils in total accessed RDA with 3 pupils subsidised by PEF monies. All pupils have accessed the majority of sessions and will report positively after each session. During pupil voice for their child's plan meetings all pupils stated their wish to continue to access RDA and stated their enjoyment.

IMPACT

All pupils who participated in RDA continue to show signs of improved cardio function alongside improved core strength and balance. The pupils involved have also participated in the Endeavour award through RDA and show increased confidence in unfamiliar situations. All parents report positive feedback in physical skills and in self-esteem.

MUSIC THERAPY**PROGRESS**

All the pupils who participated in music therapy, showed signs of enjoyment throughout the majority of the sessions. Music therapy sits well alongside the SCERTS framework. Teachers planning also reflected in the area of communication that all pupils who participated in music therapy made progress in engagement as measured using the Engagement scale with 100% of pupils showing an increase in engagement of 1 level.

IMPACT

The pupils involved in music therapy all showed increased levels of engagement, during sessions and in addition class staff also reported progress towards communication targets. Music therapy will be delivered slightly differently next session with a variety of group and individual sessions to expand the number of pupils who would benefit from it. It is difficult to ascertain the impact of music therapy on its own as it stands amongst a total communication approach, however it is noted that as part of a variety of approaches, progress in the early stages of communication is observed.