



School: Kinlochleven 3-18 School

Head Teacher: Rebecca Machin

Date submitted: September 2019

Context of the school:

Kinlochleven 3-18 School is a small state school, with a roll of 14 in the nursery, 60 in the primary and 146 in the secondary. The Primary and nursery serve the small town of Kinlochleven and the High School is also the feeder high school for Ballachulish, Glencoe, St Brides and Duror Primary Schools. We have been working towards our 3-18 status for several months and officially became a 3-18 school this month. We are very excited by this development but are in the very early stages of developing and implementing our 3-18 vision.

Our school has a nursery class for 3 and 4 year olds which currently operates morning sessions only. We were last (24.4.17) visited by the Care Inspectorate who rated our service as 'level 5' - very good. The nursery's projected roll for 2019/20 is 16 and we are registered to cater for a maximum of 20 children.

15% of our school population are in receipt of free school meals (primary only)

12% of our school population are learning with English as an additional language (primary and nursery)

29% of our school population are identified as having additional support needs, 20% of the total ASN is level 3 or 4

In terms of our High School we are on the national Schools for Higher Education Programme (SHEP) as a result of our long running history of low progression to Higher/Further Education. As recently as 6 years ago less than 6% of our youngsters progressed to Higher Education. Historically recognised as an area of multiple deprivation, there are many families who have little or no experience of Higher Education, many of whom have experienced adverse social and economic circumstances. This is compounded by our rurality and social isolation. We are unable to run a full range of

Advanced Highers due to the financial constraints incurred by our small school roll. Where Advanced Highers are offered they are done so with a limited amount of teacher input and a high level of independent study.

This year we have a combined PEF allocation of **£32400**. Although we are a small school, we do not feel that this is a fair representation of our need, as we know that some of our families in the High School do not apply for free school meals. However, we are grateful for the extra funding. We have modified and adapted our risk matrix to ensure that the data we have genuinely identifies those at risk; SIMD is a poor indicator in a rural and diversely populated area such as ours. We monitor and track not only academic performance but wider engagement, and with the help of our partner agencies, we are able to see how our various projects impact on our young people but how many are involved, the range and number of projects they have got involved in (or not) and, most importantly, which pupils we need to work with to further engage them, not only in the life of the school but in the opportunities that are available to them out with school hours. We feel that this is now an accurate indicator of need, and an effective tool to measure engagement and wider achievement, which will help us to use data and evidence effectively to evaluate our PEF and school improvement projects.

Whilst continuing our focus on Health and Wellbeing, knowing that happy, healthy children will attend and achieve more, our key drivers for improvement through 2018-19 have been Literacy and Numeracy. We have involved all ASG schools in our Literacy programme, taking advantage of the opportunities that having a PEF Literacy Officer provided us with, with the aim of developing a consistent approach from 3-18. Unfortunately there was no Numeracy equivalent. However, we feel we have made some progress in both areas, certainly in our understanding of the issues but with more time required for planning, implementation, assessment and moderation.

Literacy, Numeracy and Wellbeing will continue to be a focus for 2019 – 20. We plan to continue with our programme of literacy and numeracy interventions, building on this by developing a 3-18 Nurture Programme, which we can now do effectively by combining our PEF allocation across the campus. This will be reinforced with further work on building positive relationships and our inclusion, rights and equalities agenda.

School Vision, Values and Aims:

Our Values:-

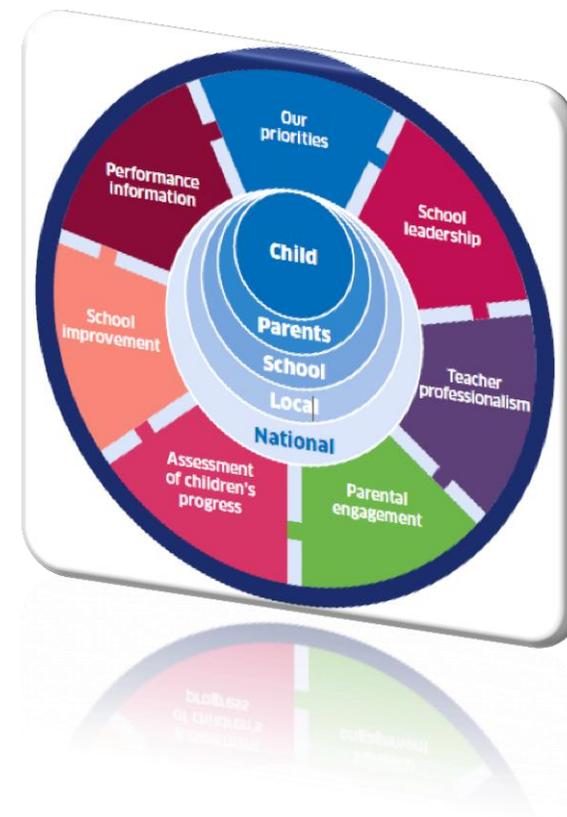


Our aims are to

- Be **Ambitious** for every pupil, preparing them for future life
- Provide an **Inclusive** environment that is **Ready, Respectful and Safe**
- Build **Confidence** through relationships with **Honesty** and **Kindness**
- Strengthen sustainable connections with our local, national and global community

Summary of Improvement Report/Plan engagement process:

Participants	Engagement details
Teachers and other staff	Self-evaluation Survey June 2019 3-18 staff meeting with self-evaluation focus June 2019
Parents	Stakeholder meetings throughout the year Self-evaluation Survey June 2019
Pupils	Self-evaluation Survey June 2019 Core Values survey June 2019
Volunteers working in school (such as parents taking after-school activities, 3 rd sector engagement etc.)	
Other partners	
Associated Schools Group	Literacy CPD sessions Literacy moderation SNSA Data



What have we done to close the attainment gap?

1. Targeted approaches to Literacy and Numeracy. This aims of the project, linked to the National Improvement Framework Priorities, are to Improve attainment, particularly in literacy and numeracy and closing the attainment gap between the most and least disadvantaged children. We believe that the benefits to our learners will be through our staff having:-

- Better understanding of achievement of levels in literacy/ numeracy and other curricular areas.
- Better identification of next steps for learners.

and

- Whole school having a consistent approach to standard techniques in numeracy and literacy.
- Whole school awareness that literacy and numeracy is essential for academic success in all subject areas

Our aim was to develop targeted strategies, in both Literacy and Numeracy, in the full breadth of subjects, focusing on key areas such as spelling and subject specific vocabulary, command words, use of scales and presenting data. This was very ambitious target for one year and needs to be further embedded in this coming years plan. We were successful in that we were able to internally verify assessments through key assessments (primary) and learning snapshots (secondary) within our faculty areas. We also moderated work across the ASG. By working with the whole ASG we have also increased staff confidence in 3-18 strategies, in applying standards and therefore in applying accurate and evidence based judgements on levels for our BGE pupils. This will give us more accurate assessment information, which is better able to stand up to scrutiny and triangulation with other data such as SNSA, thereby enabling us to better identify and address attainment gaps.

2. Developing the role of pupil support to further improve the wellbeing, equality and inclusion of all youngsters through smoother transitions is another important area of development. The projects aims, linked to the National Improvement Framework Priorities, were to close the attainment gap between the most and least disadvantaged children, to improve the health and wellbeing of our young people and to see an improvement in employability skills and sustained, positive school leaver destinations. Through smoother transitions, and a wider interpretation of learner pathways we aim to improve attainment for all, thus closing the attainment gap. We have used the tools of learning conversations, profiling and personal learning planning to ensure better continuity in learning for all of our children and young people.

3. Developing a wider range of awards and qualifications. This project's aims, linked to the National Improvement Framework Priorities, were to close the attainment gap between the most and least disadvantaged children and to see an improvement in employability skills and the range of sustained, positive school leaver destinations. We wanted to offer a wider range of courses for our young people, providing a greater number of routes for recognition of their achievements. We have achieved this in a variety of ways. In partnership with Youth Development, we are now offering SCQF levelled Youth Achievement Awards at Bronze, Silver and Gold level. We have also been creative in our curriculum structure and offered SPA

Cosmetology for the first time this year. Likewise, in partnership with West Highland College and using the virtual classroom for the first time, we have delivered Higher Psychology and Modern Studies for the first time. In terms of widening the curriculum, our staff have also looked into dual qualification and we now offer SQA qualifications in Engineering Science and Drama, thereby increasing our number of practically orientated courses. An NPA award in Technical Theatre is also on offer. We are also looking at Skills for Work courses that are not be offered by the college but of interest to our pupils, such of Rural Skills, and have planned this into the 2018-19 curriculum. We have also continued to improve out DYW links, for instance bringing in a chef over a number of weeks to work with hospitality students and West Highland College to work on Cake Craft together with collaborating on Careers Fairs for our pupils from an early age.

What have we done to improve children and young people's health and wellbeing?

The High School were involved in the Attainment Scotland Fund Innovation programme 2016/17. The focus of our project was Health and Wellbeing, specifically mental, social and emotional health. During pupil council, we received pupil feedback about our mental health education and realised it was time for change. Pupil voice stated that whilst we prepared them well in their understanding of physical health through food and exercise we gave them very little that they felt was useful in terms of mental health provision. Evidence based research shows that being physically and emotionally well helps you to achieve more. Our first step was to develop a Mental Health First Aid strategy. This involved not only training but the training of a Mental Health First Aid trainer. This ensured that the first step towards seeking help would always be sustainable. However, once a child has taken that first step, there is very little service available to refer them to, due to cuts in mental health provision.

Our project has provided three extra steps. Firstly, we have been looking at strategies to create an environment that is conducive to promoting mental wellbeing across the school and as a whole school environment, prevention through education whole school strategy. Curriculum for Excellence provides a learning agenda for Health and Wellbeing outcomes where learners can expect their environment to support them in learning to: develop self-awareness, self-worth and respect for others; meet challenges; build resilience and develop mental and social skills.

Secondly, the development of a Chat Room, designed by the youngsters to be a comfortable place to talk to a Mental Health First Aider, Mentor or Counsellor was also important. It ensured that we not only included pupil voice but also ensured that the concepts of inclusion, acceptance and the removal of stigma permeated every aspect of our school, its curriculum and its ethos. Kinlochlovin' helped to upcycle some furniture, Design and Manufacture students designed and built a shelving unit and table, Fashion and Textile technology recovered the chairs.

Thirdly, we looked to build our counselling expertise so we had the service to refer to instantly. Counselling and third sector support services are seen as vital and more permeable than statutory services, but are under increasing threat. We wanted to develop our own service and for this to be semi-

autonomous through partnership with our social enterprise Kinlochlovin'. We actually trained 4 members of staff up to an SCQF level 5 Mentoring and Counselling Award, requiring 50 hours of distance and classroom learning. This provided us with another level immediate support with more highly trained staff for at risk youngsters as trained staff will be able to better support them through experiences of childhood trauma. Whilst in this training period, we continued to work with our third sector partner, Lochaber Hope, who offer counselling at an agreed price. We still could refer to external agencies but, by reducing the load, we can made better use of limited resources. And we actually reduced the number of referrals we felt we needed to make as well as keeping our vulnerable youngsters in school and in contact with us.

We have also ensured that we will have strategically planned staff training in programmes such as Seasons for Growth and Resilience for All, so that we have a wide range of in-house skills, enabling us to support our youngsters , both with greater speed and confidence, in a wider range of issues.

We have progressed this to include the primary school and now have trained mental health first aiders in primary too, as well as providing opportunities for new staff to be trained. We are also working with the Mental Health Foundation on a Peer Education programme for Peer to Peer delivery, as well as training for PLP and Primary Staff on a 'Staying Mentally Healthy Programme'. We feel that an effective measure of our progress in this area is that many of our senior pupils volunteered to be involved in the mental health training programme to then pass on their knowledge and skills to their younger peers through a series of lessons, paying testament to their sense of community.

What have we done to improve employability skills and help our children and young people achieve sustained, positive school leaver destinations?

The High School has an extensive employability skills programme, promoting not only skills for learning, but for life and work. Organisations such as Young Enterprise argue that an excessively narrow focus on academic skills and exams risks side-lining other approaches to learning and can fail to give young people the employability skills they need, such as team work, practical thinking, punctuality and business-like behaviour, together with many of the soft transferable skills that are needed to succeed in the world of work. We encourage youngsters to reflect on their employability skills, their aims and ambitions through our Provisional and Passport to the Senior Phase Programme, which helps them to set long term goals and targets throughout their Broad General Education. This leads well into options and the Senior Phase of their school career. Once in the senior phase a range of work place qualifications are available, such as First Aid in the Workplace and IOSH Health and Safety in the Workplace as well as a wealth of work placements, which we have organised with the help of our employer partners and Hi-Hope. Our next steps are to analyse of the range of pupil learner pathways from 3-18, to give us a strategic overview of learning, whether that be academic, wider achievement, citizenship, DYW, Vocational. From this we will be able to

identify gaps and work with DYW, partners and business to address them. In the meantime we plan to develop a rolling programme of outside speakers/visits for nursery and primary, with the aim of every child getting exposure to a wide range of DYW opportunities.

We also have our own Social Enterprise, Kinlochlovin', a Highland Council Quality Award Winner in 2017. The objects of their association are to provide the advancement of education, citizenship and community development through enhancing and extra-curricular activities. This was initially set up for High School pupils but now caters for all ages. As partners, we believe that such extra-curricular opportunities are vitally important in improving our young people's health and wellbeing, as well as promoting social inclusion and social justice within our catchment area. The Sutton Trust (<http://www.suttontrust.com/wp-content/uploads/2014/09/Extracurricular-inequality.pdf> - accessed 06/01/16) identify that a significant source of inequality lies outside the classroom, stating that research has shown that 'softer' cultural experiences and participation in extra-curricular activities, which they describe as cultural capital, can have a positive effect on both educational attainment and career outcomes. They also identify a pronounced social gradient in the participation in extra-curricular activities, illustrating the extent that financial investment by parents can make to secure good outcomes for their children, with a big difference to their access to further and higher education and the highest paying careers. This adds up to a clear need for more, quality extra-curricular activities to be made readily available to our less advantaged youngsters. The implementation of this had the knock on effect of including more pupils, including our most vulnerable, in not only more outdoor, adventurous and sporting activities, but a wider range.

Our overall evaluation of the school's capacity for continuous improvement:

***We are confident in our capacity for continuous improvement ☒**

Q1 1.3

Leadership of change

Themes (HGIOS?4)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Themes (HGIOELC?)

- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?

A key focus for the launch of our 3-18 school was to ensure that we had a shared understanding of our values and vision and that this was genuinely 3-18. For this reason, one of our first actions was to have a consultation across the campus involving all stakeholders to develop consensus about core values, aims and vision in time for the 3-18 launch. Through meetings, assemblies and lessons, we shared ideas and collated the views of pupils from 3-18. To ensure that we changed this shared vision into a sustainable reality, we continue to work with staff and pupils to ensure that this ethos is embedded explicitly in classrooms, corridors and the wider school campus, encouraging all staff to come up with ideas on how to embed sustainably.

We have also been working on our Building Positive Relationships Policy together. Both primary and Secondary have bought a copy of *When the Adults Change Everything Changes* by Paul Dix for every member of staff. Secondary gave 2 staff meetings and follow up faculty meetings to this development. The Acting HT Primary also attended one of these meetings and rolled this out across the Primary to Parents, Pupils and Staff. Behaviour Policies have been re-evaluated in line with this. All staff attended a Positive Relationships CPD event in September 2019. However, we recognise that this is a work in progress and needs to continue into next year, thereby developing a more consistent approach across the campus for all staff and pupils. We also recognise that developing our Positive Relationships Policy is an ever evolving process with refinements reflecting the needs of our learners.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

As a newly amalgamated 3-18 school, we have only had a very short time to work together. We held surveys with pupils, staff and parents to measure views and impact in June. This also gave us useful baseline data and a foundation on which to build with a view to realizing our vision for the 3-18 campus.

Question 3

What could we do now? What actions would move us forward?

- a) We want pupils, parents and staff to be aspirational in terms of attainment and achievement. The next step is to look more closely at (SMART) target setting within learning conversations (with class teachers and guidance if applicable), entering this into monitoring and tracking, so that progress towards these targets can be reviewed. Monitoring and tracking:-

Primary – 5 key assessment tasks a year, numeracy diagnostics at the start and end of the year, Big Writing Assessments 3 times a year, SPP tracker twice a year, whole school tracker, monitor effect of attendance on learning.

Secondary: –

BGE – rich task assessments conducted in each subject (number dependent on frequency of lessons per week), with data entered into monitoring and tracking by teachers, ASN levels, FSM, EAL, Attendance, Wider achievement data all entered to identify risk, Learning conversations with Guidance staff.

Senior Phase– Data entered for each subject 2 times a year plus prelim results, ASN levels, FSM, EAL, Attendance, Wider achievement data all entered to identify risk, Learning conversations with Guidance staff.

- b) Re-energising/re-starting of Rights Respecting Schools Groups 3-18. Secondary to look at the way that Primary develop this through Wednesday afternoon activities. Devote some collegiate time to whole campus development of ideas, opportunities and resources
- c) Mapping of outdoor learning and volunteering opportunities so that staff, pupils and parents can better visualise wide range of opportunities available
- d) More training and development opportunities – Building Positive Relationships

What is your current evaluation of this QI using the *How good is our school?* (4th edition) and *How good is our early learning and Childcare?* six-point scale?

Choose an item.

QI 2.3

Learning, teaching and assessment

Themes (HGIOS?4)

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

Themes (HGIOELC?)

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

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?

- A) Valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning - We want pupils, parents and staff to be aspirational in terms of attainment and achievement. The next step is to look more closely at (SMART) target setting within learning conversations (with class teachers and guidance if applicable), entering this into monitoring and tracking, so that progress towards these targets can be reviewed.
- B) Outdoor learning - Secondary staff perceptions vary a lot from not a lot happening to feeling very positive.
- C) Motivating and engaging all learners - staff perceptions vary a lot from not a lot happening to feeling very positive.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

As a newly amalgamated 3-18 school, we have only had a very short time to work together. We held surveys with pupils, staff and parents to measure views and impact in June. This also gave us useful baseline data on which to build a foundation that will allow us to realise our vision for the school.

Question 3

What could we do now? What actions would move us forward?

- a) Valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning – The next step is to look more closely at (SMART) target setting within learning conversations (with class teachers and guidance if applicable), entering this into monitoring and tracking, so that progress towards these targets can be reviewed. Continued moderation of assessment, involving all, from 3-18, so that across the campus we develop a better understanding of progression though out a child's school career. An improved whole campus overview of progression and assessment will be used as a tool to target intervention. This is essential, given the current climate of reduced resource. Continued moderation of assessment, involving all, from 3-18, so that across the campus we develop a better understanding of progression though out a child's school career.
- b) Mapping exercise (3-18) of the 4 Zones of Outdoor Learning (Higgins and Nicol 2002) , what happens, where it happens and with whom. Scheduling of well planned activities 3-18 in all 4 terms

- c) Re-energising/re-starting of Rights Respecting Schools Groups 3-18. Secondary to look at the way that Primary develop this through Wednesday afternoon activities. Mapping volunteering activities so that staff, pupils and parents can better visualise wide range of opportunities available.

What is your current evaluation of this QI using the *How good is our school?* (4th edition) and *How good is our early learning and childcare?* six-point scale?

Choose an item.

Q1 3.1

Ensuring wellbeing, equality and inclusion

Themes (HGIOS:4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Themes (HGIOELC)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?

- All staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child well. All staff have had training annually and these are displayed throughout the school
- Varied views on how well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included. A lot of work has been done on building relationships, school rules, learning conversations, child protection training. However, the overall view is that we need to build on consistency.
- We are currently in a position where some feel that we try too hard to 'celebrate' diversity and rather should be 'accepting' it to others feeling that not enough has been done and that LGBT pupils and staff do not feel welcome as a result.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

As a newly amalgamated 3-18 school, we have only had a very short time to work together. We held surveys with pupils, staff and parents to measure views and impact in June. This also gave us useful baseline data, providing a foundation on which to build our vision for the 3-18 campus.

Question 3

What could we do now? What actions would move us forward?

- Re-energising/re-starting of Rights Respecting Schools Groups 3-18. Secondary to look at the way that Primary develop this through Wednesday afternoon activities. We plan to devote some collegiate time to whole campus development of ideas, opportunities and resources, which can be delivered within the curriculum/during folded curriculum time as appropriate and agreed. Sharing of good practice e.g each class in primary develops a class contract at the beginning of the year based on UNCRC.
- More training – Building Positive relationships. Behaviour/pastoral agenda items within each faculty meeting. Member of SMT to attend each faculty meeting to answer questions. Celebration of what worked well/positive feedback. 3-18 Nurture Group to work towards removing social and emotional barriers (on the basis that parents have identified strong relationships are key to a safe, effective and happy learning environment.) Work with Mental Health Foundation – Peer Education programme for Peer to Peer delivery, Training for PLP and Primary Staff on a 'Staying Mentally Healthy Programme', Mental Health First Aid training for new staff and primary staff. We have a 'pupil matters' discussion at every faculty meeting with a member of senior management in attendance. Up to date information is shared with staff regarding the needs of pupils in our community – this has been welcomed by the whole staff and has enabled us to further support our pupils with their ongoing needs.

c) Mapping activities which celebrate Diversity and achievement in all areas so that ALL feel included. Ask pupil councils to work on this so that staff, pupils and parents can better visualise wide range of opportunities currently available and identify areas where they feel issues are not currently addressed. Pupil Council then to feed back to SMT so that planning for further inclusion can take place.

What is your current evaluation of this QI using the *How good is our school?* (4th edition) and *How good is our early learning and childcare?* six-point scale?

Choose an item.

QI 3.2

Raising attainment and achievement/ Ensuring children's progress

Themes (HGIOS:4)

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

Themes (HGIOELC?)

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?

- a) Literacy interventions working well. Numeracy has not been as focused in terms of packaged interventions, due to a lack of PSA time, although we did conduct a 'numeracy across the curriculum' audit in 2018/19 with the report showing that a great deal of cross curricular numeracy is happening on campus. Primary have invited parents in Reading groups. Read Write Inc is currently a 3-18 initiative (PEF)
- b) We feel that we have a fairly mixed picture in terms of DYW across the campus at the moment. We feel that our STEM initiatives have been positive and that individual partnerships e.g. with local minister are working well 3-18. However, we would like to build and develop a more consistent picture.
- c) We have done well at utilising accreditation to recognise and celebrate achievement e.g. SALTIRE AWARDS (2622 hours this year), introducing Scottish Studies and Languages for Life and Work to recognize work and learning in BGE in subjects which pupils choose not to progress into Senior Phase. Also development of Youth Achievement Awards

Question 2

How do we know? What evidence do we have of positive impact on our learners?

As a newly amalgamated 3-18 school, we have only had a very short time to work together. We held surveys with pupils, staff and parents to measure views and impact in June. This also gave us useful baseline data, providing a foundation on which to build our vision for the 3-18 campus.

Question 3

What could we do now? What actions would move us forward?

- a) Continue with Read Write Inc 5-18 and Catch up Numeracy 5-18. Literacy and numeracy Homework club for parents. A more in-depth look at Homework across the campus (at parental request) and updating our policy to ensure that homework is useful and meaningful
- b) Analysis of the range of pupil learner pathways 3-18, to give us a strategic overview of learning, whether that be academic, wider achievement, citizenship, DYW, Vocational etc. Identify gaps and work with DYW, partners and business to address them. Primary and Nursery - Development of a rolling programme of outside speakers with the aim of every child getting exposure to a wide range of opportunities.
- c) Looking at accreditation and awards that can build in recognition and celebrate achievement across the campus

What is your current evaluation of this QI using the *How good is our school?* (4th edition) and *How good is our early learning and childcare?* six-point scale?

Choose an item.

APPENDIX : Glossary of terms

Attainment	The measurable progress which children and young people make as they progress through and beyond school. This progress is in relation to curriculum areas and in the development of skills for learning, life and work.
Achievement	The totality of skills and attributes embedded within the four capacities of <i>Curriculum for Excellence</i> and developed across the curriculum in school and through learning in other contexts.
Creativity	The process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, learning from mistakes and using imagination to explore new possibilities.
Closing the attainment gap	Working to reduce the gap in progress, attainment and achievement between those living in Scotland's least and most disadvantaged homes. Many children and young people from lower-income households do significantly worse at all levels of the education system than those from better-off homes.
Disadvantage	This is a term used to describe the extent to which children experience socio-economic barriers to their progress. It is commonly measured using the Scottish Index of Multiple Deprivation (SIMD), which was used to determine which schools received Scottish Attainment Challenge funding, or by considering Free School Meal entitlement, which was used to calculate Pupil Equity Funding allocations.
Equity	Treating people fairly, but not necessarily treating people the same. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all our young people are well supported to secure wellbeing, skills for learning, life and work and the best possible post-school destination.
Family learning	This is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage. Engagement with families is going to be crucial in addressing the equity gap.
Partners	Partners include all individuals or organisations that deliver learning and contribute to the life and work of the school. These may include CLD services, colleges, universities, employers, third sector, community organisations, and libraries. GIRFEC partners are the professional partners you work with who help you to address the GIRFEC agenda (e.g. Educational Psychology service, CSWs, Speech and Language Therapy and so on.)
Pupil Equity Funding	The Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017-18. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund. It is allocated on the basis of Free School Meal entitlement.
Safeguarding	This is a much wider concept than child protection and refers to promoting the welfare of children. It encompasses: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children and young people to have the best outcome. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.
School community	This means all children and young people, staff, parents/carers, families and partners who are connected to the school.
Volunteers	This means everyone who contributes to the school's curriculum (in the widest sense) by offering activities and opportunities for children, but who are not employed to do this. Parents running after school clubs or school chaplains offering lunchtime drop-in sessions would be two examples of volunteers.