

# Standards and Quality Report

*East Renfrewshire Council Education Department*

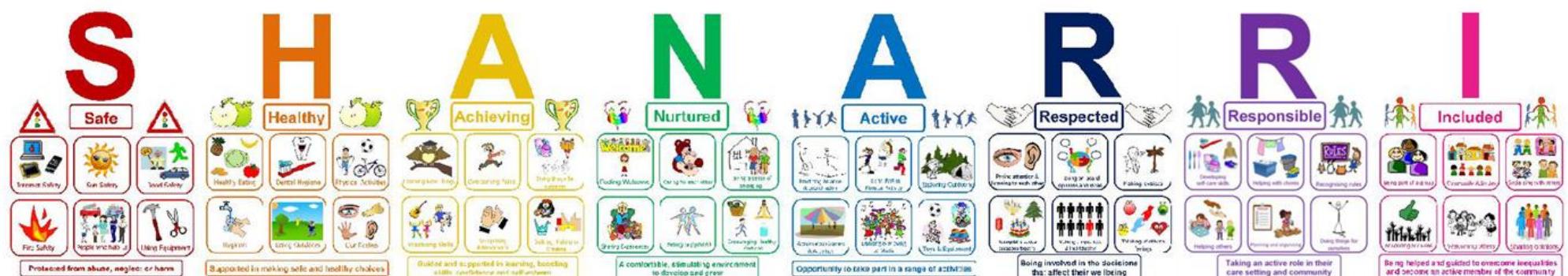
## **Isobel Mair School** **Isobel Mair Family Centre** **Sensory Support Service**

**2015 - 2016**



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## THE STANDARDS AND QUALITY REPORT – KEY PURPOSES:

- to report on our progress in implementing priorities listed in the school plan
- to indicate the progress made in meeting agreed targets in appropriate areas
- to provide an evaluative summary of the quality of the work across a range of areas in the school
- to highlight strengths and identify priorities for next year

### **Background Information:**

Isobel Mair School and IM Family Centre are located within a new specially designed building providing access to a high quality learning environment and resources. Together they cater for young people aged 0-18 years of age. The needs of children and young people attending our school and Family Centre are wide ranging, and children, parents and staff are supported by a multi disciplinary team of professionals.

The Family Centre also meets the needs of children from the local catchment area who are aged 3 and 4. Children attending the Family Centre either live in the direct catchment area of the Family Centre or have been given a priority placement at the centre because an additional support need or vulnerability has been identified. Children transition to their local catchment schools or Isobel Mair School. In addition to the main campus, there is provision for 3 senior classes within Woodfarm High School.

East Renfrewshire's Sensory Support Service (SSS) is also located within the school. This service supports children and young people with a sensory impairment attending ERC schools, to ensure that they are given high quality support to fulfil their potential through the intervention of specialist VI / HI teachers working in partnership with them, their families and schools.

The school and Family Centre are part of the Eastwood Cluster which includes Crookfur Primary School, Neilston Primary School, Uplawmoor Primary School, Mearns Primary School and Eastwood High School.

The school is a vibrant learning community with teachers, support staff and Health staff working together to meet the very special educational needs of our pupils.

We aim to enable each child to develop to the highest level of which he / she is capable, within a safe, secure and welcoming environment. We provide a holistic approach to ensure effective delivery of Curriculum for Excellence. We strive to develop self-confidence and the skills required for effective social interaction with others in the wider community, both now and in future placements. We establish curricular links with other schools which promote all aspects of social inclusion.

**Our Main Priorities for 2015 / 2016 were outlined as follows from the Isobel Mair School and Family Centre Improvement Plan, including ERC's Sensory Support Service and Inclusion Support Service all of which are available online via our website.**

**SCHOOL IMPROVEMENT PLAN 2015/16**

**FAMILY CENTRE IMPROVEMENT PLAN 2015/16**

**INCLUSION SUPPORT SERVICE IMPROVEMENT PLAN 2015/1026**

**SENSORY SUPPORT SERVICE IMPROVEMENT PLAN 2015/16**

The 2015 – 2016 School Improvement Plan was taken forward by the following Quality Teams during agreed collegiate time and any additional time can be counted towards the 35 hour additional CLPL time for teachers:

- Learning and Teaching Quality Team - L&T
- ICT Quality Team
- Our Grounds for Learning / ECO Quality Team – OGL
- Health and Wellbeing Quality Team – HWB
- Rights Respecting School - RRS

Priorities for Improvement Planning within the Family Centre were taken forward by working groups, as appropriate. Sensory Support Service priorities was taken forward by HI / VI staff as appropriate

## METHODS OF GATHERING EVIDENCE:

Senior Management and all staff scrutinise attainment results within the target setting process:

- Results of SQA moderation
- SMT have termly Learning Conversations with teaching staff
- Regular classroom visits by SMT
- Minutes of Quality Team / Departmental Meetings
- Discussion by staff at staff meetings and on Inset Days
- Formal and informal discussions with Speech and Language Therapist and Physiotherapist
- Discussions with Educational Psychologists
- Formal discussions with parents through annual reviews, Parents' Evenings and Parent Council meetings
- 'Open Door' policy for parents and staff

The audit process is a crucial element of the improvement planning process and central to effective school management. As part of the review and evaluation of school performance the following processes were used:

- Self evaluation audit by Interagency Liaison Team, May 2016
- Staff responses to an audit of questionnaires, March 2016
- Parent responses to questionnaire 'How well are we doing?' March 2016
- Pupil responses to questionnaire, March 2016
- Regular discussions with link QIO
- Evaluation of the Inclusion Support Service at IMS, May 2016
- Inspection by Education Scotland Follow Through April 2016

***(protected from harm abuse, neglect or harm)***

To continue to implement the principles of GIRFEC

We have delivered INSET opportunities for all staff to deepen their understanding of GIRFEC.

This has included

- multi agency training
- local authority training
- membership of the GIRFEC schools group
- Extended the use and understanding of GIRFEC passports
- Embedded the language of GIRFEC throughout the review and reporting systems
- Named Person pupil allocation complete
- Feedback from the parental questionnaire will inform the bullet point 'maintain the high percentage of parents who feel their child is safe and cared for in the Family Centre'. This will be further enhanced by the children's questionnaire asking for children's feedback on 'I feel safe and cared for in nursery'.
- Staff are fully aware of procedures for protecting children. Refresher inset training was attended by all staff in an ongoing basis.
- In-Service day – information sharing session with staff. We delivered inset to educators to share basic strategies for teaching and learning with respect to "relationships, sexual health and parenthood". We displayed and discussed the available resources and how they should best be used. We also made staff aware of where resources are saved on the server and how best to modify these to best meet the needs of individual pupils as well as sharing that RSHP should be embedded in targets and not always a stand-alone topic.
- We have delivered specific R.S.H.P. sessions to school leavers to help them with their transition to college and to raise their awareness of how to keep themselves safe. This also includes safety online and solid media which is particularly important for our young people.
- We sourced sensory stories (male and female) to help with delivery of Sexual Health to pupils with more complex needs.



Play outdoor is fun. See friends. Love playing outside and fish fishes. Love sand play. Like the 'new snack' enjoy role play. Like when teachers help me and play with me  
**Family Centre Pupil**

I am delighted with the level of support my child receives at the Family Centre. The staff are fab in all aspects of understanding my child. The staff are amazing; they offer no limits to the care, nurturing and attention to all the children throughout the Family Centre. The devotion the staff have to providing a happy, welcoming and comfortable environment for children to learn is second to none. I am delighted and very proud of all the staff at the FC and to say that my child attended nursery here. Thank you.  
**Family Centre Parent**

IMS is a safe haven of learning, full of stimulation, understanding and encouragement. My child loves school. **School Parent**

## HEALTHY

**(experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices)**

Improve out of school club opportunities



- This session we ran a 6 week pilot out of school sports club in partnership with active schools colleagues. It has been a tremendous success. Parents and young people have reported that it has had a positive impact on their health and wellbeing.
- This session we have piloted Healthy Lives @ IMS. This club is designed to encourage families to learn together with their young person to cook and eat healthier food and to experience a sports activity together. Focusing on educating the young people about healthy eating and exercise, with the support of their families, this has been delivered in partnership with School Facilities Management and Active Schools. Following very positive feedback this will be repeated over the course of a 6 week block in the new school term.
- Completion of the Better Eating, Better Learning toolkit. We have worked with the pupils, parents and the school catering team to improve the school dinner menus. Pupils now have a wider choice and there are healthier options at lunch time so young people and their families are supported to make healthy food choices. The evaluation also looked at seasonal availability of food, sourcing and level of waste.



Learners will extend and improve their knowledge and understanding of healthy eating and are able to make healthy choices (ISS@IMS)



- Our ISS@ IMS continues to grow and improve every year.
- Pupils initially worked towards agreeing on a group lunch, taking everyone's needs into account.
- Pupils swapped desserts for fruit or yoghurt and were happy to do so as the year progressed.
- Pupils linked activities eg going to the gym with healthy drinks/food, and prepared a healthy packed lunch and smoothies to have on their return.
- All pupils were able to identify healthy and unhealthy foods, and were definitely making healthy choices as the year progressed.

Corrie house has been an exciting experience for our young people with ASN. It has given them the opportunity to learn practical skills in a supportive environment amongst supportive peers and committed and skilled staff. Corrie House has been part of a successful transition programme.

**PT Support for Learning**

That's what you do at Isobel Mair School. You make happy people

**Quote from a pupil (ISS@IMS Leaver)**



In March the school Additional Support Needs Physical Education Event



Thank you very much for all the time and effort that you put into making your input at the ASN PE event on Saturday so enjoyable. Your school and staff have been very welcoming and have supported us throughout which made the event a huge success. Below are some of the feedback comments from delegates on the day. **Education Scotland**  
“will allow me to take ideas back to SfL base and allow children with ASN to have more sports opportunities”  
“the posters in the corridors have also given me new ideas to introduce”  
“I'll be able to get higher engagement levels from the pupils”

- Café Isobel in the Family Centre provides the children with the opportunity to develop positive food habits. The setting the table document has been used to support healthy food choices and focuses on how to develop children's social skills using family style approach to lunch service.

## ACHIEVING

### ***(receiving support and guidance in their learning – boosting their skills, confidence and self esteem)***

Develop an ambitious and an advanced programme of ICT training opportunities for all staff

- Throughout the year the ICT quality team have delivered a range of training opportunities. Training has been made available to all staff on a range of different technologies. At IMS the use of digital technology is a very high priority and we invest in new technology and training to ensure that we are at the forefront of new innovation.

Support staff and pupils to develop further and continually improve pupils' ability to articulate their learning and skills development through profiling and e-profiling.

Develop approaches to encourage creativity and employability skills across the curriculum:

- This year the secondary department organised a Careers Fair to raise awareness with senior pupils about opportunities post-school and to look in more detail at specific careers. This event received very positive feedback and pupils have requested that colleges be invited to attend next year.
- Eastwood Cluster have developed a Developing the Young Workforce spreadsheet which will collate the data across the cluster to highlight areas for improvement.

Improve the quality and streamline the systems for recording, reporting and celebrating the personal achievements of all children.



- This session we have improved our systems for recording, reporting and celebrating achievements. This has standardised systems and better data collection. Through devolved leadership one of the class teachers has taken on responsibility for ensuring that achievements are celebrated regularly at assembly and that the achievement wall reflects these achievements.



Facilitate CLPL to increase the number of moderation facilitators in school and use this to ensure that all educators are skilled in their ability to use the NAR flowchart

- We have increased the number of trained moderator facilitators and taken part in School and Cluster moderation events.
- Moderation is regularly on the agenda for educator meetings and quality assurance from SMT ensures that there is a high standard at all times.



Improve the systems to monitor the impact that professional learning has on the culture of learning.

Support Teachers to attain Professional Update

Encourage staff to undertake CLPL and PRD to ensure a skilled and confident staff to meet the emerging developments in the curriculum.

Further develop distributive leadership through encouraging staff to take forward specific aspects of the improvement plan.

- Teachers have successfully undertaken professional update this session ensuring they meet professional standard on pupil and staff
- A training matrix has been created to highlight, record and track the impact of professional learning.
- Additional aspects of distributive leadership has been introduced to include AAC Champions, the champions work with parents and staff to ensure a coherent and considered approach to support language and communication.



Katie Keenan  
AAC Champion



Lynn O'Brien  
AAC Champion



Kirsteen McKay  
PECS Champion



Linda Quinn  
PECS Champion



Joanne Simpson  
PECS Champion



Joanne Simpson  
Makaton Champion



Isla Erskine  
Makaton Champion



Siobhan Barron  
Makaton Champion



Hazel McKinnon  
Intensive Interaction  
Champion



Ursula Scrimgeour  
Intensive Interaction  
Champion

Extend the systems for parents and carers to support achievement of pupils through *10 Things To Do with Families and Friends* (launch winter and summer things).

- Our Grounds for Learning Quality Team have continued to develop and promote outdoor learning within the Isobel Mair School grounds. A wide range of outdoor learning resources are available to enhance learning and teaching in all curricular areas. Staff continue to engage and support the pupils to work towards their *50 Things To Do before you leave Isobel Mair* and this has been embedded with the allocation of two outdoor learning fortnights this session. *10 Things to do with family and friends*' booklet. These booklets are seasonal and this session we launched the winter and summer booklets. Within these booklets families have the opportunity to create their own outdoor learning experiences. *50 Things To Do includes the Family Centre* and we have shared the concept with colleagues across Scotland.

Develop National Qualifications across a range of subject areas to ensure that young people experience personalisation and choice in their learning.

- This session's attainment information is presented on Page 26. We have continued to increase personalisation and choice throughout the senior phase and we have developed pathways to ensure this has a positive impact post school destination.

Extend the range of National Qualifications available to young people attending ISS@IMS as appropriate: Personal Achievement (N2), Wellbeing Award (N3)

- Attainment has increased and the range of qualifications offered to young people – this environment provides a nurturing and positive place where young people can develop friendships and learn together. All pupils attained Personal Achievement N2 and Wellbeing Award N3

Corrie House offers mainstream pupils with ASN an opportunity to attain and achieve through excellent experiences. The service is invaluable and is an exemplar of how to reduce the attainment gap for some of the lowest performing 20% in line with the National Improvement Framework. Corrie House is just one example of how ERC is getting it right for every child. **PT Support for Learning**



Extend opportunities for young people to learn how to play a musical instrument



- We have worked together with the ERC music instrumental service to include clarinet and flute – this has been extended to more young people who access instrumental service
- We have introduced singing lessons for senior pupils interested in developing their skills – they have reported that their confidence has increased and this was clearly visible at the recent school graduation

Use information from 27 – 30 month assessment on entry to Family Centre to identify strengths and areas where nursery staff can be supported to improve their practices. (FC)



- Parental permission will be sought to share the important information from this assessment during the home visit

Work with our Cluster partners to continue to improve children's experiences, progression and attainment in the CfE Broad General Education (FC)



- The Vision of the local authority is well supported. Staff have used the Vision to inform Performance Review & Development plans. Staff have developed the way they think about children's learning and have an image of the child as being a powerful learner. Staff have high expectations for all children and achievement within the centre is a priority. This is reflected on learning walls and through learning conversations with children.
- A CDO represents the FC at the Eastwood Cluster 'Support for Pupils' Quality Group.
- Children are involved in their own learning and are becoming more accustomed to planning their own learning. Children think about 'what they know' and 'what they would like to know'. Staff support children to mind map ideas and generate dialogue about learning.
- Staff have embedded Hanen strategies in practice and children's book knowledge is very good. Staff use 'Story of the Week' as a key Hanen technique and staff alternate between quiet listening stories and chatty questioning stories.

Create a progress report for pupils, parents and Support for Learning Principal Teacher (ISS@IMS)



- DHT (Secondary) has delivered feedback to Principal Teachers, pupils and parents on the progress of attainment and achievement for pupils attending ISS@IMS



## Build on existing positive relationships with other professionals (SSS)

- Continue to deliver high quality inset training and share good practice
- Continue to ensure good communication and the Implementation of MASPs with Cochlear Implant Centre
- 100 % of VI staff questionnaires strongly agreed with all the evaluative questions

### NURTURED

#### *(having a nurturing and stimulating place to live and grow)*

##### Develop positive relationships through restorative and nurturing approaches (FC)

- The introduction of 'Pop in and Play' sessions has proved highly successful. Feedback from parents was very positive and this practice will now become a regular feature of our parental engagement. Our annual Curriculum Evening was not well attended and staff spoke to parents at the time to identify reasons why. Feedback from parents will allow staff to make the appropriate change necessary in future. Action plans are always drafted following parent audits. Information is used to make future improvements.
- Parents have been very supportive of events such as our Welly Waddle fundraiser and a group of parents planned and organised a ladies night. Parents respond favourably to weekly email correspondence which is also shared on our website.
- There is a GIRFEC approach embedded in our practice. We use a GIRFEC proforma during initial home visit contact with all our families and GIRFEC information cards are given to parents at this stage. Some children have GIRFEC profiles and audits have a GIRFEC approach. Staff are fully committed to GIRFEC.
- Children with ASN are very well supported. Partnership working is very well established and we have very strong relationships with a number of agencies. This is a real strength of the centre. Staff are very aware of the agencies they can use to support individual children and make very good use of this.

##### Learners with ASN in mainstream placements will develop their knowledge and understanding on how to keep safe (ISS@IMS)

- All pupils presented achieved Personal Achievement Award
- Pupils had class discussions around Keeping Safe
- Pupils created own 'Keeping Safe Online' Display and leaflets which were distributed to pupils and school

'Isobel Mair School is exceptional in so many different ways. We have had the most amazing support, understanding and care from the school and I honestly do not know how we would have managed without them.'

Parent Quote

## Improve the emotional wellbeing of young people enrolled at ISS@IMS

- Learners linked with other pupils in school – class Arran, and all pupils in Loch Ness wing. This enabled them to join together for lunch, create their own Winterfest Café and work with and participate in Class Arran's Literacy Drama project.
- Pupils participated in an Inter-generational project, working with the staff and residents of Greenlaw Care Home. This had an amazing effect on pupils who could see the changes in the residents, when they left the home and came to the school for a Reels on Wheels session , followed by tea, provided by the ISS@IMs pupils.
- Joining the Barrhead Foundry gym and having a formal induction, provided an opportunity for pupils to take up a leisure pursuit, which some of them have now continued in their own time. Pupils also worked independently in the gym on a subsequent visit.
- Pupils also participated in activities to promote relaxation and wellbeing. Having spa days in school, where they used the pool, and foot spas, enabled pupils to understand how relaxation could have a very positive effect on their physical and mental wellbeing.
- Pupils created power points, at the end of the year. They worked on the content on their own, with assistance only on using the computer. It was evident from the content that Wellbeing meant more to them than just physical wellbeing, as they had included social, emotional and mental wellbeing in their slides.
- Pupils also developed a greater awareness and understanding about feeling good by helping others, when they raised £150 for Yorkhill, through enterprise and fundraising events.

## Develop positive relationships through restorative and nurturing approaches



(SSS)Throughout the session we have achieved this through:

- Individual/group support
- Friendship club
- Peer mentoring
- Getting it right for me strategies



## Promote and facilitate social opportunities for young people with a VI/HI (SSS)

- This session we have offered opportunities for young people across ERC with a VI /HI to attend extracurricular social activities.

## ACTIVE

***(having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future)***

- All children have access to the MOD, MUGA and outdoor learning environment on a daily/ weekly basis . Pupils are encouraged to develop their motor skills and some young people are supported through specific programmes under the guidance of Physiotherapists.
- Many young people in the school access Woodfarm and Eastwood High Schools P.E. facilities.
- We work in partnership with the Active Schools Coordinator to promote a wide range of different sporting activities.
- Our athletes have won many awards this session including gold, silver and bronze medals in Swimming, Cross Country and Athletics.



## RESPECTED

***(to be given a voice and involved in the decisions that affect their wellbeing)***

Attain the ECO Green Flag award

- The Eco Quality Team has continued to develop and promote the eco action plan across the school. This has involved the recruitment of staff from each wing and parental involvement in the eco committee. The eco committee meets monthly and have established recycling across the school, developed the eco code and development of the sensory garden. At the beginning of this session we applied for Green Flag Status and had a successful visit in September 2015.



Improve the school grounds including maintenance of grounds and improvement of the sensory garden

- The FC was successful in an application for funding from Ground Work UK Tesco community which will make significant improvements to our already much improved outdoor learning environment.
- The Sensory garden had been 'made over' by our amazing Parent Ground Force Team, who tend to the garden every Tuesday Morning. To further support this each class is responsible to help grow seeds and these were then planted together with the parents in the summer term.



## Work in Partnership with IMS with regards to Rights Respecting Schools(ISS@IMS)

- Learners worked together to make decisions as a group when - organising lunches, taking part in activities, organising fundraising events and inclusion experience for other pupils in school. They also decided on the programme of events for the residents at Greenlaw Grove and also when inviting their own family and friends in for their Winterfest Café.
- They respected each others' faith and life choices, particularly when having to make food choices or when pupils were fasting during Religious observances eg Ramadan, Lent.

The school involve my child in any decision they make and I'm also involved which is a great thing to do.

Parent Quote



Continue to encourage parents to become involved in the life of the Family Centre through self-evaluation and quality improvement (FC)

- Self-evaluation for self-improvement will form the basis for the new improvement plan

I have been so happy with my child's nursery experience. Staff really helped him settle in which was tricky for a few weeks and guided me on how to help. There is a lot of effective communication, I feel very involved. Staff all clearly know my child really well. I enjoyed seeing what he does during the pop in and play because he tells me nothing! Staff are always very welcoming at drop off and pick up times and my child's communication, social (and singing!) skills have come on a bomb!"

Parent Response from Self Evaluation



Introduce GTC's professional update to maintain and improve the quality of teachers as outlined in the Professional Standards and to enhance the impact that our teacher has on pupils' learning (all)

- The HT and The DHT Primary both successfully completed their Flexible Route to Headship
- DHT Secondary successfully Completed Leadership Course
- All Teachers due for professional update have been successful



***(taking an active role within their schools and communities)***

Extend opportunities for our young people based in Woodfarm to benefit from the facilities and expertise of mainstream staff and provision



- Pupils based at Woodfarm campus have benefited from a wide range of locational and inclusive opportunities this session including Art, P.E., Lunch Time clubs including chess and lego, Technologies and the favourite 'Community Wing'

Build on opportunities for children to have responsibilities, be independent and make choices



- Children are involved in their own learning and are becoming more accustomed to planning their own learning. Children think about 'what they know' and 'what they would like to know'. Staff support children to mind map ideas and generate dialogue about learning.



Allocate resources in a fair and equitable manner in line with priorities to support learning and with consideration to efficiency savings

- We have ensured that the Finance Committee considers efficiency at all times and items are prioritised across the school fairly and equitably. We have achieved the efficiency savings for the session.

***(getting help and guidance to overcome social, educational, physical and economic inequalities: accepted as full members of the communities in which they live and learn)***

Introduce a more inclusive Pupil Council with representatives from across the whole school



- The pupil council at Isobel Mair School has been completely refreshed with young people from all areas in the school participating in various activities. This year the pupils decided that they wanted to ask every senior young person in the school who they wanted for Head Boy and Head Girl. They differentiated the voting forms so that they were accessible to all young people.



## Promote and deliver a more flexible communication using ICT (SSS)

- **HI and VI information and events posted on Twitter, events are also emailed to parents**

Children and young people with HI / VI will be encouraged to participate in appropriate and relevant activities within their mainstream setting and alongside their peers. (SSS)

- Listening bus – mainstream peers attended alongside HI pupils
- liaison with outside agencies
- Peer mentoring has been implemented with a number of pupils



Extend the resources available to support learning and teaching, through GLOW including materials to support CLPL (SSS)

- **Video links and information added to GLOW**

Extend the use across the service of Getting it Right for Me (SSS)

Throughout this session we have achieved this through:

- **Supporting pupils to deliver presentations to staff and peers**
- **Completion of GIRFM strategies with additional pupils**
- **Discussions with parents and carers to enhance this practice**

Sensory Support Service has been a great benefit to my son throughout the year. Keeping regular contact to check he is coping and to maintain equipment. It is also a great support he has someone to help and understand any issues he has. SSS Parent



Promote and facilitate social opportunities for young people with a VI/HI

- **Introduced secondary Friendship club**
- **Continued primary Friendship club**
- **Promoted awareness of outside agency events e.g. RNIB, Haggis, WSDCS football tournaments**
- **Listening bus**



Collaboration with education re exam leave ISS @IMS will support ERC Secondary Schools by providing work experience placements during exam leave and where possible delivery of awards.



- **This was a great success both ISS@IMS groups joined together during Exam Leave. During exam leave pupils were able to attend IMS for work experience, helping in classes and manning reception. This enabled pupils to make new friends and try out new experiences. The group had an amazing experience at the Royal Conservatoire of Scotland, who created a bespoke Drama course, after discussion with the course organiser. The main focus was 'Building Confidence,' and 'Finding your Voice.' All pupils got a tremendous amount out of the course, as they travelled to Central Station on the Train with the group. All pupils participated in the workshops, worked in pairs and small groups and built great relationships with the tutors. It was so successful, that the RCS wish to continue next session, working with our pupils. Pupils also**

accompanied other pupils on trip to Kelpies during this time. Pupils also came together to attend the Isobel Mair School Prom in the evening  
Pupils also came together at this time to pay for a day out at crazy golf and having lunch on a boat, which was a tremendous success

Create an ASD quality team as part of the collegiate agreement with an improvement agenda to develop better understanding of ASD throughout the school.



- The Quality Team identified the need to streamline the different visual systems that are used across the school. There needs to be a consistent approach in selecting photographs, symbols, and tactile signifiers etc., which are used to support individual pupil transitions.
- Visual systems should be consistent when moving up or across the school to ensure pupils are accessing the appropriate visual support.
- Staff from the complex wing joined the ASD Quality Team to support cross fertilisation of approaches in the management of visual systems.
- Tactile signifiers were identified and streamlined.
- SALT attended meetings to discuss Aided Language Displays that could be adapted and used around the schools shared resources (Adventure Room, Sensory Room, Soft Play, etc.) which would further augment the school's policy to develop a total communication environment
- Staff worked together in identifying core vocabulary that could be used across the school within the different areas to create communication boards
- ASD booklet updated. This booklet will offer support to new and existing staff members at Isobel Mair School, as well as visitors and volunteers.
- Educational Psychologist and staff from Isobel Mair School have supported a four week block of parental workshops in the development of the ASD Parents' Support Group.

Create a complex quality team as part of the collegiate agreement with an improvement agenda to develop better understanding of complex learning needs and pedagogy throughout the school.



- We have compiled a comprehensive set of guidelines for professionals, volunteers and other visitors to all of the complex classes. The guideline defines what complex learning needs and the implications for teaching approaches, the learning environment and the curriculum.
- We assessed the present tracking format and its suitability for pupils with complex needs, and sourced alternatives with a view to writing a more suitable tracking format for IMS.
- We highlighted suitable aspects of the South Lanarkshire document and the Profound Learning document (sourced by Alice Wako)
- The topic evaluation format was reviewed and altered to reflect the learning and responses of the pupils with complex learning needs.
- A shared homework activity library was created, as well as an online resource bank.
- We discussed the need for an appropriate assessment tool.
- We have developed a health and well-being social / sensory story for visiting hospital for injections



- We developed a sexual health social story for use with girls during their menstrual cycle.

Following the launch of HGIOS4 in September improve, update and plan in preparation for recommendations

- Throughout the session there has been a wide range of CLPL opportunities with regards to HGIOS4.
- The improvement plan was categorised under the 3 themes, Learning Provision, Leadership and Management and Successes and Achievements.
- Documents used to support professional dialogue, learning conversations, classroom monitoring and sharing good practice have been updated to reflect the new framework. These will be fully in place for the start of the new session.

The AAC quality team (sub group of the learning and teaching steering group) will support the development of a total communication system across the school.

- Working together with colleagues from other agencies we have invested significantly in a wide range of CLPL in response to the needs of staff to support the various different aspects, systems and languages of our young people. This will form the basis of a new AAC quality team consisting of the various champions of communication such as AAC, PECS, Makaton and PODD. This will be taken forward as a priority in session 2016/1017

Develop parental involvement with the local community (FC)

- DHoC had undertaken Psychology of Parenting Project (POPP) this is now fully underway and regularly attended by 14 families from across ERC. This will be included in the improvement plan for next session.
- Feedback from the sessions has been very positive a full evaluation of POPP will be produced.

## LEAVERS' DESTINATIONS JUNE 2016

Leaver 1	Sense Scotland / Cosgrove
Leaver 2	Partners for Inclusion
Leaver 3	Self-Directed Support
Leaver 4	Self -Directed Support / PA Package
Leaver 5	Enable
Leaver 6	Richmond Fellowship
Leaver 7	City of Glasgow College
Leaver 8	West College Scotland Full Time – Step Course
Leaver 9	West College Scotland Full Time – Step Course
Leaver 10	West College Scotland Full Time – Development Course
Leaver 11	West College Scotland Full Time – Development Course
Leaver 12	West College Scotland Full Time – Development Course

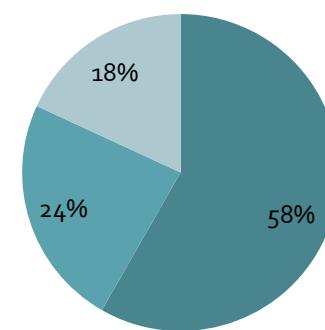
## SQA SUMMARY OF RESULTS

Course Title	Number of Passes
Personal Achievement National 1	6
Scottish Studies National 2	4
English National 2	4
Information and Communications Technology National 2	5
Lifeskills Mathematics National 2	1
Computing Science Course National 3 (Over 2 years)	3
Science National 3 (Over 2 years)	4
English National Course 3	4
Wellbeing Award National 3	7

	Number of Passes
National 1 Units	74
National 2 Units	30
National 3 Units	23

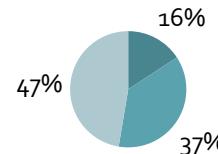
### SQA National Units

■ National 1 Units   ■ National 2 Units   ■ National 3 Units



### SQA National Courses

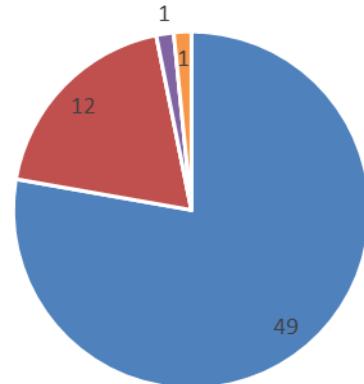
■ National 1   ■ National 2   ■ National 3



Session	LIT&ENG	MNU	HWB	% of targets met
2013 - 2014	99.5%	99.5%	99.75%	99.6%
2014- 2015	96.4%	99.75%	98.3%	96.8%
2015-2016	96.75%	93.75%	95.91%	95.47%

## HOW GOOD IS OUR LEADERSHIP? (9.1, 9.2, 9.3, 9.4)

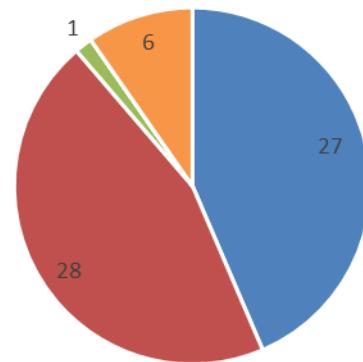
- In response to the question the school is well led ?  
Parents responded



■ Strongly Agree ■ Agree ■ Disagree  
 ■ Strongly Disagree ■ Don't Know ■ Not Answered

## EVALUATION: VERY GOOD

- In response to leadership at all levels is effective?  
Staff Responded



■ Strongly Agree ■ Agree ■ Disagree  
 ■ Strongly Disagree ■ Don't Know ■ Not Answered

- There is clear evidence of effective leadership, across all facets of the school, in which people share a sense of responsibility to ensure successes and achievements for learners.
- Leadership is distributed very well to all members of staff. There is strong evidence of project leadership and contributions made by all staff to improvements in service delivery. Staff are involved in Quality Improvement Teams which have responsibility for priorities within our Improvement Plan.
- Staff on these groups contribute fully and are able to take decisions, including budgetary. The groups provide opportunities for staff reflection, professional dialogue and sharing practice in order to improve classroom practice and meet the needs of learners.
- The work of the groups is shared with all staff during in-service days. The school has systems in place to track children's development in their learning against individual outcomes set for pupils through individualised planning.
- Professional dialogue sessions are held between the senior management team and staff in setting the pace of learning, monitoring pupils' progress and agreeing individual next steps.
- There is a high commitment to self-evaluation and improvement in the school. Staff are reflective and are constantly looking for ways to improve their own practice and consequently children's experiences. Staff are afforded opportunities to peer evaluate, visit other establishments and to share good practice.

HOW WELL DO WE MEET THE NEEDS OF OUR STAKEHOLDERS? (2.1, 2.2, 3.1, 4.1, 4.2) EVALUATION: VERY GOOD

- We have a welcoming centre and school and actively encourage all parents to participate in the life of it. We foster partnership with our parents and participation in their child's learning. Parents are invited to take on an active role within the Family Centre and School.
- Parents are invited to attend regular coffee and chat sessions, a variety of special events including assembly, sports day and harvest celebrations. We ask parents to share their skills and support children's learning within the playrooms during specific learning blocks and special projects. Parents are involved in consultations and their views are always taken into account. Action plans are drafted following each consultation to support any issues raised and outline areas for improvement.
- Our parents play an important part in their children's learning and development. Through our regular self evaluation processes, parents have indicated that they are satisfied with the quality of education and care we provide. They feel valued, supported, informed and recognised as joint partners.

- Attainment in the senior phase has increased again this session. (See data in the section Achieve above)
- All leavers have positive destinations and we are working with a wider range of colleges and partners than ever before.
- This session we successfully introduced the Duke of Edinburgh award for the first time.

## WHAT IS OUR CAPACITY FOR IMPROVEMENT?

- There is clear evidence of effective leadership, across all facets of the school, in which people share a sense of responsibility to ensure successes and achievements for learners.
- Leadership is distributed very well to all members of staff. Staff are involved in Quality Improvement Teams which have responsibility for priorities within our Improvement Plan. Staff on these groups contribute fully and are able to take decisions, including budgetary. The groups provide opportunities for staff reflection, professional dialogue and sharing practice in order to improve classroom practice and meet the needs of learners. The work of the groups is shared with all staff during in-service days.
- The school has systems in place to track children's development in their learning against individual outcomes set for pupils through individualised planning.
- Professional dialogue sessions are held between the senior management team and staff in setting the pace of learning, monitoring pupils' progress and agreeing individual next steps.
- There is a high commitment to self-evaluation and improvement in the school. Staff are reflective and are constantly looking for ways to improve their own practice and consequently children's experiences. Staff are afforded opportunities to peer evaluate, visit other establishments and to share good practice. We have regular and frequent visitors to the school from other local authorities, parts of United Kingdom and from across the world.
- Career Long Professional Learning (CLPL) is offered in response to needs identified in school or by individuals. Staff have participated in a range of training in order to meet pupils' needs, e.g., TEACCH, PECS and Intensive Interactions. Overall, staff are well trained and have highly developed skills to be able to carry out their job to a very high quality.

- Senior managers regularly monitor and track incidents of challenging behaviour and provide feedback to staff re possible strategies to minimise incidents. The school works closely with our Educational Psychologists and LDCAmhs Team to support the management of the extreme challenging behaviour exhibited at times by a small number of pupils. The expertise of a Behaviour Consultant has also recently been sought and this is having a positive effect on the ways staff support these pupils at significant times of difficulty.
- The Sensory Support Service contributes positively to the authority CLPL programme for mainstream staff e.g. VI Awareness Training, Cochlear Implant and hearing loss and Auditory Processing Disorder(APD) All INSET sessions have been very highly evaluated by participants.
- Corrie House has an inclusive ethos and our pupils, who often feel socially isolated, benefit from being part of a small group of peers engaged in meaningful and relevant learning experiences. Good friendships were built in Corrie House this year and were carried on through social events at Isobel Mair School, the Residential weekend at Lochgoilhead and outside school.
- ISS@IMS also provided school visits for NQTs, Education Students and PSA staff to disseminate good practice and raise awareness of a range of Additional Support Needs.

## SCHOOL IMPROVEMENT PRIORITIES 2016-2017

The full 2016/2017 Improvement Plan will be available August 2016 on our website

- Next session we will be introducing a record of wider achievement for each young person which will be tracked against the four contexts for learning
- Ensuring AAC champions provide high quality support for communication systems and languages across the school.
- Obtain the next level in Rights Respecting Schools
- Taking forward National Improvement Framework Priorities
- Developing Physical Education and Expressive Arts
- Obtaining the new Inclusive Sports Scotland Award
- Extend the Duke of Edinburgh Award and Caledonian Award
- Complex Quality team will continue to promote and develop improved systems for assessment, tracking and moderation
- Investment in Outdoor Learning across the school and family centre
- Developing Parental Engagement
- Developing Partnership Working
- Obtaining the next level in Rights Respecting Schools.

[\(Isobel Mair Improvement Plan is available on website\)](#)