



**East Renfrewshire Council
Education Department**

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

Standards and Quality Report

2012 - 2013

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 Family Centre are located within a new specially designed building providing access to high quality learning environment and resources. Together they cater for young people aged 0-18 years of age. The needs of children 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 in their ante and pre-school years. 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.

In addition to the main campus, there is provision for a Post 16 class within the locational integration rooms in Williamwood 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 Board 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 implementation 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 2012/13 – Did we meet them?

1	To continue to develop and refine our curriculum in line with Curriculum for Excellence and ERC Skills Framework.
2	To ensure that our school's policies are directed at meeting learners' needs and reducing barriers to learning. They provide guidance and take account of local and national priorities and relevant legislation.
3	To continue to promote and further develop partnership working with parents, local community and other agencies including colleagues within the Eastwood Cluster and across other ERC schools as appropriate.
4	To continue to promote and further develop partnership working with parents, local community and other agencies including colleagues within the Eastwood Cluster and across other ERC schools, 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 2013
- ❖ Staff responses to an audit of questionnaires. March 2013
- ❖ Parent responses to questionnaire *'How well are we doing?'* March 2013
- ❖ Pupil responses to questionnaire. June 2013
- ❖ Regular discussions with link QIO.
- ❖ Evaluation of the pilot Inclusion Support Service at IMS. April 2013

- ✓ Priorities identified in our School Improvement Plan (SIP) have had a measurable effect on, achievement and attainment across learning and teaching. Shared values and commitment to learning and teaching are based within a clear rationale and consistently high standards of staff expectations of children's learning are a prominent feature of the school. Increased Information sharing/ professional dialogue and collaborative working further strengthened the ongoing ethos of high expectations for our pupils and learning community.
- ✓ This session the Learning and Teaching (L&T) Quality Team continued to develop our curriculum, in line with CfE Design Principles, to ensure that it can meet the individual needs of children and young people with a wide profile of ASN. Significant and ongoing professional dialogue amongst staff promoted information sharing re the range of recording/ paperwork for tracking pupil progress. Consistent methods of presenting pupil information/ progress/ achievement and attainment were established whilst retaining professional autonomy and flexibility. Statutory practices were further enhanced in line with national/ local guidelines in maintaining IEPs and CSPs and learning intentions and progress towards long term targets (LTT) were shared more overtly with pupils
- ✓ The L&T Quality Team set up opportunities for staff from across the school and cluster to observe and share best practice with the aim of increasing challenge in learning and improving consistency in the use of the language of assessment, moderation, reporting and profiling in the teaching of Numeracy and Mathematics and Literacy and English. This led to increased accuracy and professional confidence in making judgements and statements re pupil progress in achievement and attainment.
- ✓ Achievement folders detailing evidence of pupil progress were shared with learners and piloted as the academic year progressed leading to increased accuracy and professional confidence in making judgements and statements re pupil progress in achievement and attainment. Staff articulated their justification of pupil progress to date and were enabled to describe the next steps in their learning. Feedback to parents and pupils was of a stronger quality with clear links to Experiences and Outcomes and ERC's Skills Framework.
- ✓ Pupils, where appropriate and following careful consideration by leaders of learning, were consulted in their learning and given increased opportunities to be architects of their learning. Quality of pupil feed back was improved and learners' successes and achievements were celebrated.
- ✓ All children in the school have a Co-ordinated Support Plan (CSP) in line with current legislation. Planning for children's learning is highly individualised through the setting of personal long term targets for Literacy and English, Maths and Numeracy and Health and Wellbeing. Targets in children's Individual Education Plans (IEP) are SMART. All pupils are fully included in all aspects of the life of the school. The views of children and young people are actively sought and acted upon. Through innovative approaches, staff ensure that children's views are included in personal learning planning documents and Co-ordinated Support plans.
- ✓ Pupils and young people continue to make very good progress within long term targets in Literacy and English, Maths and Numeracy and Health and Wellbeing. The educational experience of senior pupils continues to be enhanced through an extended programme of Access Units Levels 1- 2, National Units 1 and 2, Intermediate 1 units and ASDAN to enable personalisation and choice. All pupils have achieved the units for which they were presented.
- ✓ Continuation of high quality links with Williamwood and Eastwood High Schools has enabled extension of academic opportunities and challenge and enjoyment for pupils, where appropriate.
- ✓ Through the highly successful Skills for Work programme, delivered in partnership with colleges, pupils continue to develop and consolidate their skills in both horticulture and hospitality.
- ✓ Children and young people from all classes across the school were given opportunities to increase their understanding of Equality and Diversity through participating in the school's annual Mid Summer Mela.

Areas for Development

To continue to develop and refine our curriculum in line with Curriculum for Excellence and ERC Skills Framework:

- L&T Quality Team should continue with key membership and representation of leaders of learning and Senior and Middle managers. L&T Quality Team should continue as an overarching group with appropriate Sub Group formulation, as required. Complex Quality Team and ASD sub-groups should be convened to further enhance the teaching and learning process with a focus on succession planning.
- The school's Curriculum Framework to promote Interdisciplinary Learning within contextual learning opportunities and linked to other priorities within the school's Improvement Plan should be welcomed and encouraged. Learning Conversations (professional dialogue) with leaders of learning should further support above and continue to support cross-cutting themes.
- Development work should remain a key feature in supporting staff when profiling and reporting to parents within the context of Secure, Developing and Consolidating. The new IEP/ CSP/ SHANARRI folder to record pupil achievement and attainment, ensuring consistent recording methods of evidence of pupil progress will be piloted across the school. Achievement Folders should further support rigour and evidence the evolving nature of the school, pupils and education staff as a learning community.
- Learning intentions, and progress towards them, should be shared more explicitly with pupils. As a result, pupils will be more confident when describing their achievements within the ethos of CfE.
- Learning Conversations (professional dialogue) with Senior and Middle Managers should further sharpen educators' focus when describing learners' experiences.
- Increase daily/ weekly opportunities to celebrate learners' progress towards targets, skills, Knowledge & Understanding within the Values, Capacities and Design Principles of CfE.
- The DHT Secondary and PT Secondary will ensure that SQA accreditation within the secondary department reflects current ERC and National guidance and legislation. This will include the continued implementation of new national qualifications and the phasing out of Access qualifications.
- The DHT Secondary and PT Secondary will ensure that work experience opportunities are extended for secondary pupils.
- Staff will continue to work in close partnership with Psychological Services. During session 2013 – 2014 school and Educational Psychologists will focus on the teaching of reading and writing, throughout the school, to ensure that learning is maximised for all children.
- Educational Psychologists will deliver Intensive Interaction training with staff new to the school and will undertake Video Interaction Guidance (VIG) sessions with staff willing to take part in the VIG programme.
- Educational Psychologists will assist the school in analysis of findings, as a result of the use of the Developmental Milestones assessment, to track progress of with P1 – P4.
- Learning Conversations between Educational Psychologists and school staff were introduced this session to provide a forum for dialogue on any educational matter, pertaining to their pupils, that school staff wished to discuss. These sessions proved to be helpful and will continue to be held on a termly basis during 2013 – 2014.

- ✓ All pupils experience a curriculum which is designed to promote challenge, enjoyment, differentiation, progression, relevance and personalisation and choice.
- ✓ Our curriculum is continuously evaluated by staff to ensure that the individual needs of pupils are met. We reflect in staff teams on the range and quality of experiences for learners and the impact of these experiences and the outcomes they achieve. Our programmes and courses are stimulating, challenging, relevant and enjoyable.
- ✓ Through the use of Learning Walls and continued reference to ERC Skills Framework our pupils continue to experience a curriculum which is designed to promote challenge, enjoyment, differentiation, progression, relevance and has enabled staff to enhance and extend learning across all curriculum areas.
- ✓ Learners are engaged, motivated and highly supported in their learning. Children have routines which are clearly well established and allow them to be independent and experience high levels of success. Appropriate aids and cues are in place to allow children to be actively involved in learning and to demonstrate their increasing skills as learners. Children are supported, as appropriate, with transitions from one activity to another. Senior pupils are given real-life opportunities to demonstrate choice and independence. They are actively encouraged to take responsibility, express their views and make choices in their learning. Staff use appropriate motivators for children to maximise their engagement and interest in learning activities.
- ✓ All teachers match tasks, activities and resources to meet the needs of individuals. Staff plan lessons with appropriate consideration being given to the needs of individual pupils. Staff are sensitive to children's learning and emotional needs. Children benefit from the sensitive care and encouragement they receive which supports them to make progress in their learning. A number of teachers agreed to take part in a Video Interaction Guidance (VIG) programme delivered by Psychological Services. Through dialogue, resulting from the filming of several learning episodes, staff were able to self evaluate their interactions with pupils and identify what was good teaching and where improvements could be made.
- ✓ Staff continue to work within the wide scope of Investors In People and are aware of the opportunities that are made available to them to further support positive outcomes for our children and young people. The range of staff who work in the school were supported through the Professional Review and Development process in order that they better identify opportunities for personal and professional development with a clear focus on career progression.
- ✓ Parents are involved in collaboratively setting outcomes for their children. The school responds to feedback from parents e.g. additional health and wellbeing targets were added to IEPs for personal care and feeding. Parents are consulted through questionnaires and the results shared with them, including how the school would address issues raised.
- ✓ Children are supported very well during key points of transition. Extended transitions are well planned within appropriate timescales and intensive, high quality partnership working ensures that all young people have positive post school destinations.
- ✓ This session Our Grounds for Learning (OGL) Quality Team developed and promoted the use of outside learning opportunities within the school grounds. Pupils developed skills in problem solving, communication, co-operative working through a range of fun learning activities. Pupils benefitted from transferring skills in numeracy/ literacy/ art/ music and other curricular areas to a different environment.
- ✓ The OGL Quality Team also developed and promoted ECO policies across the school through working towards Green Flag Status. Pupils have benefitted from active involvement in ECO activities, including planting and conservation work. Pupils have developed a sense of ownership of the school grounds. They have developed a sense of seeing themselves as responsible citizens. By having access to such a rich outside learning environment, pupils across the school have developed skills in science, health and wellbeing, communication, numeracy, teamwork and problem solving.

- ✓ This session the Science Quality Team, under the leadership of the school's Science Champion, developed our Science curriculum to provide experiences and outcomes to enable children and young people to develop specific skills through investigations, inquiries and challenges. This work involved strong partnership working with cluster colleagues within the context of Cluster and community events. Children and young people across the school have been supported to develop specific skills through Science investigations, inquiries and challenges. The work of this initiative also led to the school's first Science Fair introduced, via Internet, by Brian Cox, world leading scientist. A Science Fair will now become a bi-annual event within our curricular framework.
- ✓ The Health and Wellbeing (HWB) Quality team has continued to promote the teaching of HWB through interdisciplinary learning. New resources have been purchased and topic boxes created to provide Educators easier access to resources resulting in improved planning of curricular activities. An HWB GLOW site group has been established to enable staff to share good practice and resources. Six families undertook the ACES programme, a 6 week course in Healthy Living. The school's Sexual Health programme is continually updated to reflect the needs of young people and awareness raising on physical, mental and cyber bullying issues were addressed through an Anti Bullying Week. In addition, and as necessary, young people were supported in emotional management by a link Psychologist .
- ✓ The development of our HWB curriculum is greatly enhanced through strong partnership working within our HWB Strategy Group. This group, whose membership consists of representatives from school health including School Nurse, Transition Nurse, Health Improvement Team School doctor, Oral Health Team, Physiotherapist, Active Schools' Co-ordinator and Educational Psychologist, work to ensure that all agencies working with our pupils have an understanding of what the other does, and to share information and good practice.
- ✓ Creative use of ICT by staff continues to be a highly motivating factor in engaging children, across the school, in their learning. This session the ICT QT have run afterschool training sessions on a Wednesday to support staff to become more confident and increase skills in using new technologies and developments of software. In addition, training materials have been provided on GLOW ICT support page to support development in new software. A number of staff have regularly attended and are using the new technologies, but encouragement will be given to more staff to attend next session to ensure that resources are being used to their maximum potential. Pupils who use Tobii Eye Gaze technology to communicate have had their learning experiences enhanced through staff undertaking training to create individualised resources.
- ✓ Some senior pupils, supported by staff, have already been given opportunities to look at and start to create e-portfolios and learn to take ownership of recording their achievements, to recognise the skills they are developing, to self-evaluate and to look at life-skills to plan their future. This work will continue to be developed next session.
- ✓ ICT has been used effectively to enhance our communication with parents informing them of the day to day events within the school and keeping them up to date with achievements and information. Many methods of communication have been put in place: IMS website- with parent's page; Twitter feed; emailing parents and the text messaging service.
- ✓ The Community Unity programme is a collaborative programme with Crookfur and St Cadoc's Primary Schools. Children from the three schools are given opportunities throughout the year to undertake a range of learning experiences including taking part in sporting events, technology projects, a joint choir performing at a range of community events and working together on a dramatic performance. This creative and innovative programme gives our pupils high quality inclusion opportunities and broadens their experiences in addition to raising the community's perceptions of the school.

- ✓ This session the school has led the Health and Wellbeing initiative within the Cluster Improvement plan. The aims of this group were to ensure that staff were confident in the delivery of Health and Well Being: Nutrition and to ensure consistency in learning and teaching approaches across the cluster. An audit of good practice was undertaken which highlighted a range of high quality learning experiences in all schools. Staff from primary schools found feedback by colleagues from Eastwood High School of particular interest. Although sharing good practice visits were planned across all schools involved, the pressure of the high level of staff absences resulted in only a very small number being undertaken. However, members of the group agreed that the relationships which have been built up over the session would facilitate sharing good practice visits in the future. To ensure consistency in learning and teaching approaches across the cluster, members used the assessment planning template to produce LARS at early and first level within an interdisciplinary approach focusing on HWB Nutrition / Literacy English. Materials for first level are available on cluster GLOW and can be accessed by staff, as appropriate, to support learning and teaching.
- ✓ The school works very effectively with a range of external agencies in supporting children's learning e.g. psychological services, social work, and allied health professionals to enrich experiences for all learners. Work undertaken by the Interagency Liaison Team and its sub groups Joint Training Team (JTT), Joint Support Team (JST) and Health and Well Being Strategy Group have proved to be highly effective in the promotion of joint working and also in the delivery of joint training sessions.
- ✓ The educational experience for children and young people is enhanced through increased engagement of parents in their children's learning and also in the wider life of the school. The Parent Council works hard to support the school and also to encourage other parents to become involved in their activities.
- ✓ The physical wellbeing of our pupils is greatly enhanced by collaboration between our Physiotherapists and staff. Staff have undertaken training in Hydrotherapy and Rebound therapy techniques and are able to support children and young people in these activities as part of their daily programmes.

Areas for Development

- The school will continue to engage with developments within the Eastwood Cluster as appropriate. E.g. Community Unity project with Crookfur and St Cadoc's Primary Schools.
- Pupils across the school will continue to be given inclusion opportunities, as appropriate, through partnership working with Cluster schools and other schools across ERC.
- The school will continue to be creative in encouraging the participation of a greater number of parents in school events.
- Our Grounds for Learning Quality Team will continue to develop and promote the use of outside learning opportunities within the school grounds. This will involve utilising Forest School resources as appropriate, finishing and implementing the school's 50 things to do booklet, creating out and about directory to local resources to enhance educational outings and to plan for a second outdoor learning week. This Quality Team will continue to work towards Green Flag status.
- The HWB Quality Team will support the implementation of a GIRFEC approach across Isobel Mair School and Eastwood cluster.
- The HWB Quality Team will develop initiatives such as anger management sessions, relaxation techniques, playground buddy system and sexual health delivery to support children and young people in their emotional management.
- The ICT Quality Team will continue to encourage all staff to keep abreast of ICT developments in the school and to encourage more staff to undertake training in the use of resources, including GLOW.
- The ICT Quality Team will continue to promote the use of e-portfolios for young people, in line with their additional support needs.
- The ICT Quality Team will support a Communication Matters Group which will support enhanced partnership working by school staff, SLTs, Educational Psychologists, Physiotherapists and Inclusive Support Team workers through ensuring that AAC devices are used to their full potential.
- Our commitment to pupils and staff learning and development should remain a feature of our ongoing commitment to Investors In People.
- Classes throughout the school will work towards accreditation by 'A Rights Respecting School. The UNICEF UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A rights-respecting school is a community where children's rights are learned, taught, practised, respected, protected and promoted. Young people and the school community learn about children's rights by putting them into practice every day.
- The experiences of children undertaking Rebound Therapy will be enhanced through collaboration between physiotherapists, school staff and Speech and Language therapists.
- Water play and hydro play activities will be enhanced through dissemination of recent CPD in Floatstation, undertaken by PT, to other staff as appropriate, and techniques being utilised to enhance hydro pool sessions.
- There will be clarification by SLTs, to staff and parents, regarding their roles and remits and an extensive SLT programme of training drawn up to further develop knowledge and skills of parents and staff.

Some highlights of 2012-2013



Making volcanoes during Science Week



Enhancing physiotherapy through Rebound Therapy.



Inclusion opportunities with cluster schools: A Community Unity PACE production.



Hosting a GLOW meet of Religious Leaders of Scotland



Development of music skills using a SKOOG.



Wind in the Willows: A production by STARGAZE

Isobel Mair Family Centre

How good are we at recognising achievement and raising attainment? Very Good

- ✓ Children have a very positive learning experience in the Family Centre. They are safe, happy and very well cared for.
- ✓ Children engage enthusiastically in their learning and are highly motivated. They treat each other with mutual respect and are responsible and confident learners. They work very well together in pairs and groups on a wide range of activities. They are active in and take responsibility for their learning. They are given very good opportunities to share, explain and explore their knowledge and understanding with each other
- ✓ Led by the teacher, the staff team are working towards establishing systems for planning, implementing and evaluating learning experiences. Assessment information is gathered and used to inform planning and next steps for learning which are then outlined within the child's Personal Learning Portfolio. Staff are involved in weekly planning meetings and have regular discussions about children's progress. Children's attainment is tracked through use of East Renfrewshire Education Authority tracking system which highlights each child's progress for each outcome of the early level of Curriculum for Excellence. Tracking allows our teacher, along with the team, to indicate where each child is developing, consolidating or secure in learning. This information is used diagnostically to identify areas where children's experiences might be improved.
- ✓ We are responsive to children's interests, stage of development and individual needs. The curriculum reflects personalisation and choice and celebrates achievements. Responsive planning goes hand in hand with long and medium term planning. The Curriculum Overview proformas provide very good evidence of learning. The curriculum is based firmly on play and active learning.
- ✓ All learning experiences are planned to ensure high quality learning takes place and is supported. Child development and understanding of children's experiences of childhood are used to inform planning. Individual needs are responded to. Previous learning is recalled through use of learning walls and big thinking/learning floor books.
- ✓ There is a breadth and balance of learning experiences offered at the centre and these experiences promote inter-disciplinary learning. Staff take into account the curriculum design principles to ensure challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. Interactions with children are of a very high level. Staff use appropriate high order questioning to extend children's thinking and develop their ideas. Staff are sensitive to the needs of the children and intervene to support and extend learning. Excellent interactions were noted during a thematic review carried out by ERC Quality Improvement Officers.
- ✓ Provision for children under three years is planned using the National Guidance 'Pre Birth to Three: Positive Outcomes for Scotland's Children and Families.' Elements of the school's Pre Early Elaborated Curriculum are used to support the learning of children with additional support needs. Staff continue to develop a varied bank of quality resources. These resources reflect the needs of all children and budgets have been used wisely to ensure resources are available to meet the very individual needs of some of our children. Resources to support a multi sensory approach with children with limited verbal language have also been purchased.
- ✓ Staff are responsive to change and flexible. STINT plans are in place for all children with ASN. The views and opinions of children, parents and staff are vital, and are used to inform planning.

- ✓ Children with ASN are supported when moving from nursery to nursery, room to room or home to nursery. Home visiting takes place for ALL children prior to their start date. Nursery to school transitions are well planned and induction events are held for all prospective parents.
- ✓ The pace of learning and individual learning experiences are matched to meet the needs of children. The use of ICT to support all children including those with ASN is very good.
- ✓ Staff have very positive relationships with children and interactions are high level, positive and consistent. Responsive play experiences are very good with staff investing time with children where required. Observation sheets are used in all areas of the playroom.
- ✓ The ethos, values, aims and objectives are shared across staffing. Staff demonstrate this by giving children time to reflect, providing thinking time and valuing children's responses through interactions and through 'Say, Make, Write and Do.'
- ✓ Children with ASN and those with complex needs are accommodated and supported through home play visits where required. Professional judgements are made regarding children and Care and Learning plans, Individual profiles and one child files are kept.
- ✓ Children have been actively engaged in several citizenship programmes, mostly linking to Eco Schools Scotland. Children, parents and the wider school community recently joined together to take part in the Keep Scotland Beautiful Spring Clean Day of Action. Children also investigated aspects of citizenship through curricular social studies and science programmes; winning a prize from Eco Schools Scotland in the process.
- ✓ Children have gained experience in working with others through their participation in workshops held at the Family Centre arranged through previous links forged with representatives from CBeebies. During the workshops, children were able to demonstrate very positive interactions and could confidently share their knowledge and awareness on the topic of planets which had been a previous learning block within the Family Centre. Four children were chosen to participate in filming for the TV show 'Nina and the Neurons.' Two children were filmed in Glasgow and two children were flown to the Euro Space Centre in Belgium. We look forward to celebrating the children's achievements when the programme airs later this year.
- ✓ Pupils' successes and achievements in and out of school are celebrated very well through displays, achievement walls, assemblies, school newsletters, plasma screens and school websites.
- ✓ Staff interactions are high level and skilful with staff knowing when to stand back and when to intervene during learning experiences. Parents comment very positively on the key worker system we have in place. New observation and assessment materials are being used as part of our ongoing improvement process.
- ✓ Children's needs are identified early, and often before children start at the Family Centre. Parents are fully involved and we have very solid partnerships with a variety of wider services. The Family Centre operates a Joint Support Team (JST), attend CARE Group and Pre-SCAT groups and use STINT to inform planning. Home visits take place for every child, Coffee and Chats are regular and our website is updated regularly. Twitter following is also encouraged and ongoing dialogue with parents through 'Open Door' policy all support service development and delivery.
- ✓ Involvement in Cluster early years working group has provided opportunities for sharing approaches and practice, professional dialogue around learning, teaching and assessment and the development of an understanding of standards and expectations within and across the early level.
- ✓ Parents are invited to attend the Family Centre to share their cultural beliefs and support children's learning. We celebrate a variety of multi cultural events. Children participated in the Mela celebration alongside children in the main school.
- ✓ Staff have a shared vision for the children attending the centre. The ethos, values and aims are shared by all. Staff have high expectations for children in terms of achievement and behaviour. Visitors and supply staff comment on the very positive behaviour our children demonstrate. Praise is used effectively and independence is promoted and supported.

Areas for Development

- Continue to develop the positive aspects of promoting and sustaining achievements within the playrooms. Staff have identified that planning systems need to be further developed to ensure coherency. Staff working groups have been organised to ensure curriculum development including the process of developing planning to include mainstream and ASN planning and the continued development of new observation records. These, together with the curriculum overviews, will provide a comprehensive approach.
- Staff have identified that there needs to be a more consistent approach to providing opportunities for the implementation of social play groups, small group play and outdoor play.
- Staff will continue to share good practice and support children at times of transition from room to room i.e. sharing what strategies work well for a particular child. Staff feel mainstream children moving from nursery to nursery could be better supported. In addition, supporting children's transition to school could be improved by organising role play, structured groupings within the playroom following school visits.
- Continue to maintain the very positive relationships fostered across multi agency partnerships.
- The further development of children's Personal Learning Portfolios is a highlighted area for improvement. The Head Teacher together with the Playroom Teacher will lead the team in developing the PLPs. This will be done collaboratively with the Family Centre's cluster colleagues.
- Staff have recently been engaged in discussions regarding children's rights. The Family Centre are taking part in Rights Respecting Schools along with pupils from Isobel Mair School and in doing so, will reflect on what can be done to promote children's rights within the Centre.
- Staff have highlighted the potential for a Forest Schools Initiative to be rolled out and the Parent Council has invested in resources to further support this. Risk assessments and staff training have been undertaken to ensure this project is planned and implemented effectively.
- Signage should be purchased i.e. 'Welcome' in various languages. Children will be consulted to make plans for celebrating the Commonwealth Games – developing knowledge of the countries and cultures across the world.

- ✓ Staff pride themselves on the very positive and welcoming ethos of the centre and have worked hard to develop communication with parents as this was an area for improvement highlighted through consultation processes. Staff have built positive relationships with parents and carers and have developed a number of strategies to engage parents in the life of the centre.
- ✓ Children are consulted in terms of areas of play and resources on a daily basis. Children are actively encouraged to make good choices and are given 'thinking time' to enable them to process ideas before making a choice or a judgement. Children used a voting system to choose the name of our new cafe and were supported to think of ideas when planning parties and other celebrations. Children with additional support needs are consulted and are supported by staff to make their own decisions through use of visual timetables and signing and gesture.
- ✓ We have a welcoming centre 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. 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.
- ✓ To help support effective communication with our parents and carers a communication booklet has been developed. This booklet is given to parents during the home visit. The booklet contains information on the many methods of communication used at IMFC. These include our 'Open Door' policy, verbal exchanges, signs and posters, a prominently placed parent information board, whiteboard with daily notes, quarterly newsletters, details of our website, contact information, handbook, policy folders, Twitter feed and our 'What's Happening this Week?' wall.
- ✓ 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.
- ✓ 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. The needs of children attending our centre are wide ranging and children, parents and staff are supported by a multi disciplinary team of professionals. A Joint Support Team meets every six weeks to hold professional dialogue and plan for specific children. The team consists of the Family Centre link Educational Psychologist, Social Work representation, Specialised Health Visitor, Health Visitor, Home Visiting Teacher, Speech and Language Therapist and Clinical Support Worker and IMFC staff. Staff are also involved with a range of other professionals including Sensory Support Services, Physiotherapists and Occupational Therapists. This professional dialogue informs our planning in addition to the Staged Intervention process. Following discussions, appropriate strategies are put in place as required. Parents are involved at each stage. Staff respond to children's support needs and sensitively engage with parents to enable good communication with all stakeholders.

- ✓ Staff pride themselves on being a health promoting centre. Staff understand the importance of implementing the Oral Health Child Smile programme and there is a named Oral Health Promoter who has been invited to attend the Oral Health Inaugural Meeting. We have 100% participation in our Child Smile Oral Health Programme and we have gained a Smile Too Award. National guidance on nutrition for children in their early years is adhered to. Only healthy snacks and lunches are available and children enjoy taking part in visiting the local shops to make purchases before preparing their own snack and making fresh juices and smoothies using the juice and smoothie makers. Staff and children sit together at snack and lunch times to promote social skills. When parents are providing lunches for their children we ask for a healthy lunch to be provided. We provide parents with healthy meal options and ideas to promote good nutrition.
- ✓ The initial information gathered for children who are allocated a catchment place at the Family Centre is gained during the initial home visit. Staff strive to ensure a home visit is carried out for every child prior to the child's start date. Staff understand the overarching GIRFEC approach and know that children should be fully supported as they grow and develop. With this in mind, the home visit has been developed using the GIRFEC model and provides staff with the first piece of recorded information. The questions asked during the visit have been centred around the SHANARRI indicators and are therefore specifically designed to enable staff to begin to build a picture of where there may be a need for early intervention. In addition, the record of the home visit is used to inform plans for settling and this record is kept on file to be referred to as necessary. Parents' feedback regarding the home visits has been very favourable.
- ✓ Parents also attend an induction event prior to their child starting the Centre. This planning helps to ensure children settle quickly. Settling of children is planned on an individual basis determined by the needs of the child. New children are mostly well settled and are currently developing knowledge of the routines of the session. Returning children can discuss their learning and can discuss the nursery 'Golden Rules.' Children are kept safe and secure and their learning is child-centred, fun, challenging, stage appropriate and responsive to individual need.
- ✓ A comprehensive handbook for the Centre has been developed in line with National Handbook Guidance and Procedures. The handbook is updated annually and parents can access the handbook on line on our Family Centre website. The website is developing steadily. There is a comprehensive induction and welcome pack which is allocated to all parents before or at our Induction event. This gives lots of information about the centre, our aims and values, hours, curriculum information, medical and illness information, uniform, etc.
- ✓ Through embracing an 'Open Door' policy, and also the provision of a 'Comments, Compliments and Complaints' box, we encourage parents to let us know if there is anything that they do not understand or are unhappy with. Parents have indicated that they have received prompt and carefully-considered responses to their views and enquiries about their child's learning.
- ✓ Parents are invited to participate in the school's Parent Council and to support social and fund raising activities.

Areas for Development

- Family Centre staff will continue to foster a welcoming environment within our centre and continue to develop ways to actively encourage all parents to participate in the life of the Centre
- Family Centre staff will extend current opportunities to promote parental involvement in their children's learning, seeking and acting on parents' views and informing them about the Centre's work.
- CSPs will be opened for children on level 5 STINT planning.
- Staff will adopt strategies as detailed in ERC's Early Years Collaborative.
- Depute Heads of Centre will ensure a more rigorous approach to effective monitoring of the implementation of Care and Welfare policies and ensure that this is recorded.
- Depute Heads of Centre will monitor practice of wrap round staff and ensure that appropriate training is available. An open forum will be set up for wrap round staff to discuss training and share strategies pertaining to behaviour management.
- The Head Teacher will ensure that there is a definition of remits to ensure high quality collaborative working between staff.

Some highlights of 2012-2013



Developing friendships through sensory play



Showcasing our knowledge and skills to our parents at our 'Night and Day' assembly



Effective Contributors - Keep Scotland Tidy Big Spring Clean



Learning to work as a team at Lochwinnoch Nature Reserve

Sensory Support Service

How well do we meet the needs of our stakeholders?

Very Good

- ✓ The Sensory Support Service (SSS) 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.
- ✓ This session the SSS organised a logo competition across all ERC schools to mark their change of title from T.A.S.N. Team. A large number of entries were received and the winner was presented with a prize by the Chair of the Education Committee. The new SSS logo now features on all our correspondence.
- ✓ Communication has been improved this session by collaboration between the SSS and the school's ICT Quality Team. A Twitter account has been set up to improve communication with HI/ VI pupils and parents regarding sensory matters including out of school events run by external agencies.
- ✓ This session the SSS initiated a termly after school Friendship Club for children and young people with HI / VI across all ERC schools able to attend. The purpose of this club is to enable pupils to learn that they were not the only ones with VI/ HI. Parents also had the opportunity to meet. Very positive feedback was received from pupils and parents regarding these activities.
- ✓ Golden Time visits have also been established with a number of pupils. The pupils are in separate schools and are the only pupil in their school to wear hearing aids. The visits allowed them to see that they were not the only one with a hearing loss in the local area, who wore aids and used radio aids. They now talk about each other regularly, and are eager to have another visit.
- ✓ This session the SSS has also initiated pre-school groups for children with HI and VI. In partnership with Visibility, a regular VI group is held in the Adventure Room of the school. A similar group for children with HI has also been introduced. These groups provide a context for children with a sensory impairment to come together to play and for their parents to make friends and discuss issues pertaining to HI / VI.
- ✓ Awareness raising of HI issues in schools, and in the community, was again supported by another visit by the Listening Bus from the National Deaf Children's Society. This resulted in submissions from schools to host the bus with the motive of increasing awareness of deafness and hearing impairment.
- ✓ Schools continue to become more aware and engaging towards CPD via informal and formal routes of training delivered by the service. All CPD sessions have had extremely positive evaluations.

Areas for Development

- SSS staff will continue to undertake appropriate CPD to ensure that they keep abreast of issues pertaining to supporting, and maximising learning, for children and young people with a sensory impairment.
- The ICT Quality Team will continue to assist the SSS to develop technology to ensure good communication with schools.
- The SSS will continue to support opportunities for pupils and their families to meet in formal/informal situations to form friendships and support groups.
- The SSS will continue to reflect on their practice and consult with schools, pupils and parents on ways to improve the service.

Leavers' destinations of young people supported by Sensory Support Service

Continuing the trend of previous years, all young people who were supported by the service have gone on to positive destinations on leaving school.

- ❖ 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.
- ❖ Continuing professional development (CPD) 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, ABA 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 school contributes positively to the authority CPD programme for mainstream staff e.g. Sexual Health and Relationships and Creative Approaches to Learning within an ASN establishment. All INSET sessions have been very highly evaluated by participants.
- ❖ The pilot Inclusion Support Service at Isobel Mair School (ISS@IMS) has been effective in supporting learners in mainstream schools who attended the groups to develop confidence and independence. A significant benefit identified by staff and the young people themselves was the opportunity to develop friendships and expand social opportunities beyond what was available to them in their base schools. Outreach support has helped to build the capacity of mainstream staff to meet more complex needs, particularly in the area of relationships and sexual health, as well as in other aspects of the curriculum. The service has been welcomed by learners, parents and staff of mainstream schools,

Areas for Development

- To ensure that those with leadership responsibilities in our school demonstrate that they are committed to learning and that improvement priorities are linked to classroom/ playroom practice.
- To continue to reinforce a culture where staff feel able and confident to take lead roles within and beyond the classroom.
- To continue to improve our structures for management and leadership to secure continuous improvement and to ensure that there are effective channels of communication across all aspects of the school.
- To support the continued development of the Inclusion Support Service based at Isobel Mair School (ISS@IMS) to include more curriculum support and the opportunity to discuss and co-ordinate the sharing of suitable resources to use in different subjects for learners with significant additional support needs.
- To continue to develop high quality partnership working through regular Interagency Liaison Team meetings and sub groups.
- To ensure that those staff who wish to undertake formal leadership development CPD access courses as appropriate.

Summary of Long Term Targets

P1 – S3

2012 – 2013

All children in young people in Primary 1 to Secondary 3 undertake a broad general education.

Each pupil has individualised targets set, within their IEP, in Literacy and English, Mathematics and Numeracy and Health and Wellbeing.

Literacy & English %		Mathematics and Numeracy %		Health and Wellbeing %	
Achieved	Possible	Achieved	Possible	Achieved	Possible
98.9%	100%	98.8%	100%	99.1%	100%

SQA Summary of Results 2012 / 2013

Young people in S4 – S6 undertake a range of SQA qualifications. The summary of results for 2012- 2013 is as follows:

Unit Name	Level	Unit Code	Number of pupils presented	% Pass
Music: Listening and Performing - Performing	Access 1	D7S5	6	100%
Healthy Basic Cooking: Use of Small Electrical Equipment	Access 1	DE68	1	100%
English: Enjoyment of Fiction (Plot)	Access 1	F9YX	1	100%
Using Mathematics in Everyday Situations 1 - Time	Access 1	D3K0	2	100%
Physical Education: Integrated Performance - Participation	Access 1	D3KX	2	100%
Planning an Environmental Area: Identify Suitable Plants, Tools and Equipment	Access 1	D93K	2	100%
Music: Exploring Sound	Access 1	F142	1	100%
Music: Producing a Sound	Access 1	F144	1	100%
Physical Education: Supported Participation in Group Activities	Access 1	F35J	2	100%
Physical Education: Supported Participation in Swimming Pool Activities	Access 1	F35L	1	100%
Interacting in a Familiar Setting	Access 1	F381	2	100%
Personal Development: Going Shopping	Access 1	F56G	2	100%
English: Enjoyment of Fiction (Character)	Access 1	F9YY	2	100%
ACCESS 1		TOTAL	25	
Unit Name	Level	Unit Code	Number of pupils presented	% Pass
Media Analysis	Access 2	D332	1	100%
Media Practical	Access 2	D333	1	100%
Media Production	Access 2	D334	1	100%
Working with Materials	Access 2	D524	9	100%
Using Mathematics in Everyday Situations 1	Access 2	D556	1	100%
Music: Listening and Performing	Access 2	D583	3	100%
Computing Studies: Using Internet Applications	Access 2	F7H9	12	100%
ACCESS 2		TOTAL	28	
Unit Name	Level	Unit Code	Number of pupils presented	% Pass
Personal Achievement Bronze Award	National 1	GF26	5	100%
Personal Achievement Silver Award	National 1	GF28	3	100%
Personal Achievement: Healthy Eating	National 1	H1G5	6	100%

Personal Achievement: Performing Arts - Group Activity	National 1	H1GC	3	100%
Personal Achievement: Social Events	National 1	H1GF	2	100%
Personal Achievement: Travel in the Community	National 1	H1GG	5	100%
Personal Achievement: Community Activity	National 1	H1GK	1	100%
Personal Achievement: Enterprise	National 1	H1GM	1	100%
National 1 units		TOTAL	26	
Unit Name	Level	Unit Code	Number of pupils presented	% Pass
Personal Development Award	National 2	GF0A	11	100%
Personal Achievement Bronze Award	National 2	GF2A	1	100%
Personal Achievement: Looking After Your Home	National 2	H1G9	1	100%
Self in Community: Environmental Issues	National 2	H1GR	11	100%
Practical Abilities: Independent Living	National 2	H1GT	5	100%
Practical Abilities: Personal Finance	National 2	H1GV	6	100%
Self and Work: Enterprise Activity	National 2	H1GY	11	100%
Personal Achievement: Financial Awareness	National 2	H1HN	1	100%
National 2 units		TOTAL	47	
Unit Name	Level	Unit Code	Number of pupils presented	% Pass
Mathematics 1	Intermediate 1	D321	1	100%
Mathematics 2	Intermediate 1	D322	1	100%
Computer Applications	Intermediate 1	DF33	1	100%
Multimedia Applications	Intermediate 1	DF34	1	100%
Computers and the Internet	Intermediate 1	DF37	1	100%
Intermediate 1 Units		Total	5	
Achievement			Total	
Access 1			25	100%
Access 2			28	100%
National 1 units			26	100%
National 2 units			47	100%
Intermediate 1 Units			5	100%
TOTAL NUMBER OF UNITS			131	

Asdan Summary of results 2012 / 2013		
Unit Name	Approval date	No. of passes
Transition Challenge	June 2013	13

Isobel Mair School has a very strong capacity for improvement.

Recommendation

The link QIO and the quality improvement service will work closely with, and support the Head Teacher, to continue to improve the quality of education provided and raise standards of attainment for all pupils. The link QIO will continue to be involved in the self-evaluation process and to support relevant developments, including those highlighted within this report.

School Improvement Priorities 2013 - 2014

- To continue to develop and refine our curriculum in line with Curriculum for Excellence and ERC Skills Framework.
- To ensure that our school's policies are directed at meeting learners' needs and reducing barriers to learning. They provide guidance and take account of local and national priorities, including GIRFEC, and relevant legislation.
- To continue to promote and further develop partnership working with parents, local community and other agencies including colleagues within the Eastwood Cluster and across other ERC schools as appropriate
- To continue to develop ISS@IMS role of supporting mainstream schools meet the additional support needs of their pupils.
- To continue to develop the role of the Sensory Support Service in maximising learning for children and young people with a sensory impairment.
- To continue to reinforce a culture where staff feel able and confident to take lead roles within and beyond the classroom.
- To ensure that those with leadership responsibilities across all aspects of our school undertake formal leadership CPD as appropriate.

During session 2013 – 2014 our Vision statement is:

***Getting it Right for Every Child,
all of the time,
in everything we do.***