

*East Renfrewshire Council
Education Department*

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

Standards and Quality Report

2014 - 2015



What a way to start the year ! Our HMle report was published and we were delighted to share with pupils, staff and parents that we were awarded 5 Excellent grades.



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 a 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 2 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 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 2014 / 2015 were outlined as follows from the Isobel Mair School and Family Centre Improvement Plan, Including ERC's Sensory Support Service and Inclusion Support Service (available online)

- ❑ SCHOOL IMPROVEMENT PLAN 2014/15
(Pages 6 - 11)
- ❑ FAMILY CENTRE IMPROVEMENT PLAN 2014/15
(Pages 12-20)
- ❑ INCLUSION SUPPORT SERVICE IMPROVEMENT PLAN 2014/15
(Page 21 - 22)
- ❑ SENSORY SUPPORT SERVICE IMPROVEMENT PLAN 2014/15
(Page 23 - 25)

The 2014 – 2015 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 CPD 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 will be taken forward by working groups, as appropriate.

Sensory Support Service priorities will be 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 2015
- ❑ Staff responses to an audit of questionnaires, March 2015
- ❑ Parent responses to questionnaire 'How well are we doing?' March 2015
- ❑ Pupil responses to questionnaire, March 2015
- ❑ Regular discussions with link QIO.
- ❑ Evaluation of the Inclusion Support Service at IMS, May 2015
- ❑ Inspection by Care Inspectorate May 2015

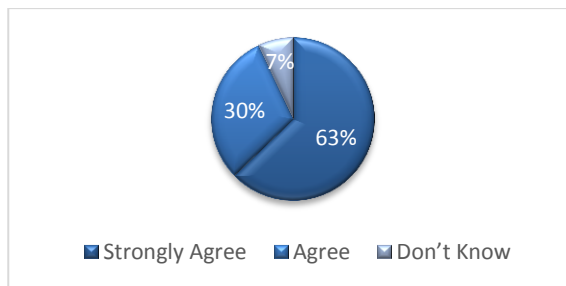
Isobel Mair School

Safe

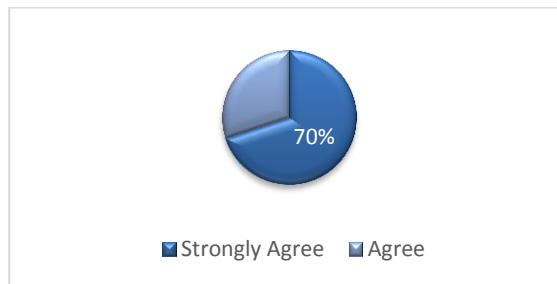
(protected from harm abuse, neglect or harm)

- ❑ Maintaining the high percentage of learners reporting they feel safe and cared for in school.
- ❑ Maintaining the high percentage of staff agreeing that they are aware of the school's procedures for protecting children.

Pupil GIRFEC passports provide substantial evidence that learners feel safe and cared for in school. Pupil and Parents questionnaires indicate that parents and pupils feel safe and cared for in school. Parents replied to the following statement: My child feels safe at school



Pupils replied to the following statement: I feel safe and cared for at school



"We have a wonderfully happy boy learning well and with a fab group of friends. We never worry about him being at school and know he is nurtured, safe and supported at all times while also being encouraged to learn new skills and become more independent." Parent Quote

All staff responded to the statement I am aware of the school's procedures for protecting children by either strongly agreeing or agreeing.

"I feel safe in the Hydropool"



How well do we meet the needs of our stakeholders?

(2.1, 2.2, 3.1, 4.1, 4.2)
Evaluation: Very Good

Healthy

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

- ❑ A positive culture in health and wellbeing continues to permeate the school
- ❑ An improvement in the percentage of children, young people and staff reporting that pupils are encouraged to make healthy food choices

Partnership working to improve approaches to HWB is overseen by the HWB strategy group who continue to meet discuss, share and work together to support the young people in a range of ways including:

- ❑ Oral health
- ❑ Relationships and sexual Health
- ❑ CAMHS
- ❑ Educational Psychology
- ❑ Health Improvement Team
- ❑ Physiotherapy
- ❑ School Health team
- ❑ Active Schools

The Health and Wellbeing quality team have been focusing this session on implementing Better Eating, Better Learning. This has led to a change in menu options for our young people.

This session we were delighted to be finalists in the Health and Wellbeing category for the Scottish Education Awards , the school was awarded £200 as runners up and we have also been nominated as a host school for the International Health and Wellbeing Conference in September 2015.

“I am learning how to make healthy snacks”



“I won a medal at the Swimming Gala”



How good are we at recognising achievement and raising attainment? (1.1)

Evaluation: Very Good

Achieving

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

- A curriculum which enables all children and young people to be successful, confident, responsible and effective in school, their work and their community
- Increased Opportunities to enable pupils to celebrate personal achievements

In March 2015 the SQA carried out a verification activity. Following very positive verbal feedback a written report was issued. The following extract from the report is shown below.

7

Good Practice

Please provide examples of good practice witnessed during the Verification activity.

The centres' presentation of materials was excellent. Staff had developed teaching materials of a very high standard to meet candidates' needs. All activities recorded were exciting and motivating for candidates.

In many cases the candidate was able to achieve more than was being asked in certain units - the centre will review this next session.

The Practical Craft Skills unit was also delivered in a very innovative and holistic way which encompassed most of the school!

Summary of Long Term Targets

P1 – S3

2014/2015

All children and 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.

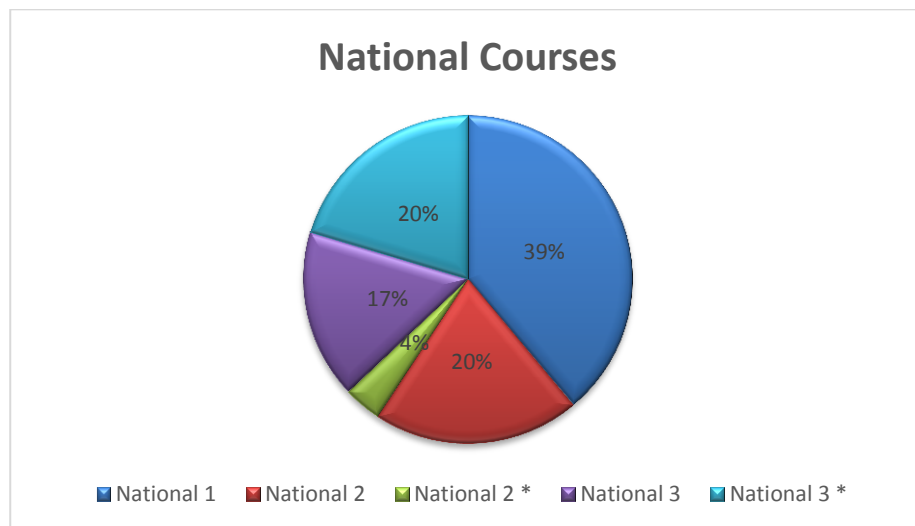
A summary of the last three years targets are shown in the table below.

Session	LIT&ENG	MNU	HWB	% of targets met
2012 - 2013	98%	98%	98%	98%
2013 - 2014	99.5%	99.5%	99.75%	99.6%
2014- 2015	96.4%	99.75%	98.3%	96.8%

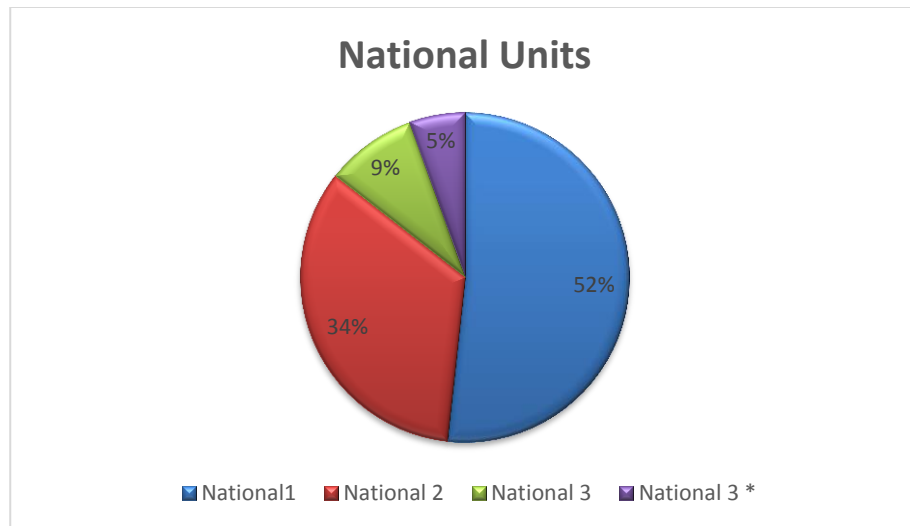
SQA Summary of Results 2014 / 2015

Young people in S4 – S6 undertake a range of SQA qualifications. The summary of results for 2014- 2015 is as follows:

Course Title	Number of Passes
Personal Achievement National 1	14
Personal Achievement National 2	7
Scottish Studies National 2	4
English National 2	3
Information and Communications Technology National 2	2
Lifeskills Mathematics National 2	2
Science in the Environment National 2(Over 2 years)	2
Computing Science Course National 3 (Over 2 years)	4
Science National 3 (Over 2 years)	4
English National Course 3 (Over 2 years)	3
Wellbeing Award National 3	9



Units Title / Level	Number of Passes
Personal Achievement National 1	41
Self and Work: Enterprise Activity	2
Personal Achievement National 2 Units	44
Scottish Studies Units	8
National 3 Wellbeing Units	18
National 1 Units	61
National 2 Units	9
Information and Communications Technology Units	8
Lifeskills Mathematics Units	8
Science in the Environment Units	2
Computing Science Course Over 2 years	4
Science National 3 Over 2 years Units	4
English National 3 Over 2 years Units	3



- Courses over 2 years are denoted with an *

Pupils have the opportunity to make choices regarding aspects of subjects such as Science, ICT and Personal Achievement. This session we introduced modern languages into the curriculum in the Senior Phase. Four candidates passed two modern languages units. Life in Another Country: Language and Life in Another Country: Aspects of Life

In the Senior Phase personal learning journeys ensure that young people have the opportunity to develop the skills they need to ensure a positive post school destination. This may include spending part of the school week in work experience, vocational programmes or development courses at local colleges.

“We are successful learners”



Scran Award Winning Photo

“We used our photography skills, took part in a national competition and we won”



Nurtured

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

- Continuation of a culture based on GIRFEC and use of wellbeing indicators to drive improvement across the school and partner agencies.
- Children and young people with ASD will be better supported in the school, at home and in the community
- Children and young people with complex needs will be better supported at home and in the community

This year we have created a ASD Parents Forum. This group have had the opportunity to meet and discuss different aspects of supporting young people with ASD. Dr Michael McCreddie has supported these sessions and we have received very positive feedback for parents. This will continue next session.

“Can’t believe the difference in my child. Confident, communicating well, less self-centred and happy. Love the school. Feel privileged we have a place there. All staff supportive, admin, janitorial & support team. You truly feel they care and do the best for each and every child. Thank You!”

Parent Quote

“Isobel Mair is a brilliant school, the teachers support and nurture the children in progressing to their best ability. My child has come on leaps and bounds since attending Isobel Mair.”

Parent Quote



“I feel safe, nurtured and supported when I am in in the pool”

Active

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

- Increased partnership arrangements which ensure that children and young people are supported to undertake sporting activities in school, and in the community.
- Learners' experiences support them to develop their talents to their fullest potential

The Community Units events this session have provided many of our young people the opportunity to learn and play with their peers from school from the local community. Pupils are very enthusiastic about taking part in Community Unity events. Pupils and families have commented on how inclusive the joint performance was this session.

All pupils are encouraged to take part in athletic events, sports day and PE classes. Over the year we have had taken part in the following:-

- ❑ The Scottish Disability Sports Junior Athletics
- ❑ West of Scotland Swimming Time Trails
- ❑ SDS Scottish Swimming Championships
- ❑ PI/VI Swimming Gala
- ❑ West of Scotland Cross Country Events
- ❑ Specialist Tennis Block with Tennis Scotland
- ❑ Cycling Block with ERC
- ❑ Kayaking - The Pinkston Watersports Centre is a project of Glasgow Watersport Ltd

Pupils have achieved gold, silver and bronze medals at many of these events and have led to qualifying for national competitions. Pupils are able to share their achievement and celebrate their successes with younger pupils in the school. This has inspired and motivated younger pupils to take part in more events and become fitter and healthier.

“Kayaking was brilliant I can’t wait until I can go to Lochgoilhead”



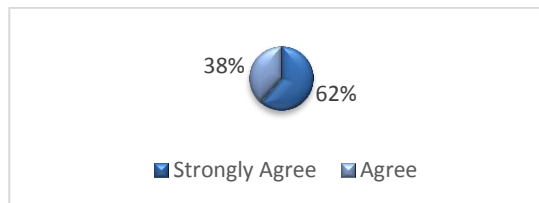
“Playing tennis at the Tennis Club was awesome”

Respected

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

- Learners' experiences support them in developing an understanding of the importance of treating others fairly and with respect
- Learners' experiences support them in developing an understanding of the importance of equality and fairness.

Pupil response to the statement – Staff and pupils treat me fairly and with respect.



The school is continuing to make progress with regards to the Rights Respecting Schools award. We will continue to work towards level 1 early in session 2015/2016 and the young people have responded positively to this initiative. A highlight for the year was the Peace March when the Community Unity schools all took part in a Peace March celebrating the rights of the child.

This year commemorated the 70 years since the liberation of Auschwitz. The school was nominated to receive one of the specially commissioned candles and one of our pupils lit the candle with pride. This event was also filmed and broadcast by the BBC.



Responsible

(taking an active role within their schools and communities)

- Learners' experiences support them to develop knowledge, understanding and the skills for life and active participation in global multicultural society and Scotland's place in it.
- Continuation of a culture of self-improvement across the school.
- Resources which lead to improvements for learners and service users
- A skilled and confident workforce

Global Citizenship was formalised this year by the introduction of a Fair Trade focus in and out the classroom which culminated in a 'Fair Trade' event which raised awareness and funds for fair trade.

An IMS first ! This year staff in the secondary department organised a Careers Fair. This purpose was to raise awareness with senior pupils about opportunities post school and to look in more detail at specific careers. This event was very popular with the young people and they have asked if next year colleges could be included in this event. Some of our pupils took part in a Careers event in corporation with the Science Centre allowing them to access some information showcasing what it is really like to work as a scientist, explorer, researcher, or engineer, in one of 100's of careers in science.

"I am a responsible Citizen"



"I learnt what skills you need to be a paramedic"

Included

(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)

- An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.
- Continuation of partnership working with cluster schools to give children and young people opportunities to learn alongside mainstream pupils as appropriate.
- To further develop inclusion opportunities across the school for all children, but with a particular focus on those with complex needs
- A number of senior pupils will successfully transition from IMS and or / Yell at Williamwood High School to the new post 16 class based in Woodfarm High School.

The school continues to work together with other agencies to promote positive working relationships. Annual reviews are multi-agency and work together on shared outcomes. The CSPs

currently document these shared outcomes and we will be working towards meeting the GIRFEC touchpoints. The Interagency Liaison Team which included Social Work, Education and Health ensures that at a strategic level there is effective partnership working.

Classes across the school ensure that all young people have the opportunity to be included. Host class events across classes and wings provide a less formal opportunity to socialise and more structured learning visits are timetabled on an individual basis where appropriate.

Our senior leavers at Woodfarm participated in a host of leavers' events, including the graduation ceremony, leavers' days and the graduation ball. All of our pupils based at Woodfarm are very comfortable and secure in their environment.

"I made some new friends"



"We all sang together at the Theatre"



"We learnt together with our friends from Woodfarm and Eastwood"



"Our playground is the best !"



LEAVERS' DESTINATIONS JUNE 2015

Euan Murphy

Sense Scotland and an individualised programme of support and activities

Michael Di Paola

Full Time place at West College Scotland development course (2 years)

Fraser Marchand

Full Time place at West College Scotland development course (2 years)

All our pupils continue to move on to positive post school destinations.

Inclusion Support Service (ISS@IMS)

The Inclusion Support Service Corrie House Groups were full throughout 2014-15 with pupils from all seven secondary schools attending.

Safe (protected from harm abuse, neglect or harm)

- ❑ Learners with ASN in mainstream placements are informed how to keep themselves safe.
- ❑ Learners are informed about healthy eating and are able to make healthy choices.

Corrie House is a place where everyone is made to feel safe and secure. The majority of our pupils grew in confidence over the year, becoming more confident socially and academically.

Members of Tuesday group successfully investigated ways to keep safe and secure online. They produced and presented powerpoint presentations aimed at different audiences including young children and “silver surfers”.

Members of both groups were taught safe practices for cooking, cleaning and food storage in the Corrie House environment. These new and improved skills have led to personal development in pupil’s life skills. The greater confidence in these skills the greater independence can be taken into their adult lives.



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

- ❑ Learners have improved mental health.
- ❑ Learners are aware of importance of maintaining physical health through diet and exercise.

Both groups undertook work on the Wellbeing Plate and used this information to inform their weekly lunch menu and shopping.

Thursday group undertook the N3 Wellbeing Award this year, each pupil investigated an area of Wellbeing and presented on it. Topics included Healthy Weightloss, Music and Mental Wellbeing, the benefits of pets, Swimming, football and Healthy Eating.

Emotional health is a focus in Corrie House with pupils being encouraged to talk to staff and each other about their feelings and experiences.



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

- ❑ Learners will achieve National Awards



- ❑ As appropriate: Personal Achievement (N2), Wellbeing Award (N3), Life Skills Maths (Optional units N2).
- ❑ It is hoped that learners will achieve John Muir Award in Spring term during exam leave period.

All pupils achieved a National Qualification with 7 pupils achieving National 2 Personal Achievement Gold Awards and 6 achieving National 3 Wellbeing Awards. Two pupils also undertook and achieved units of National 2 Lifeskills Maths at Corrie House.

ISS also provided advice and support to Mainstream Support for Learning staff on the new National 2/3 Qualifications in English.

Nurtured

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

- ❑ Corrie House is a nurturing environment for pupils with ASN who are placed in mainstream secondary schools.

Corrie House is a nurturing environment for pupils with ASN who are placed in mainstream secondary schools.

This year the service provided additional outreach to a pupil who required emotional support. We also provided a placement for a pupil who had not been attending education and provided supported work experience in Isobel Mair School to two pupils who had previously attended Corrie House Groups.



Active

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

- ❑ Learners will have access to a range of different challenging and engaging activities not readily available in their mainstream experience

The wellbeing Award gave the Thursday group an opportunity to focus on healthy activities from formal sports to making small changes such as taking the long way round on their weekly shopping trip.

Active learning is at the heart of everything we do in Corrie House, with all pupils contributing their ideas, opinions and actions to everything from cooking lunch to organizing an end of term trip.



Respected

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

- ❑ Corrie House has a Rights Respecting ethos.

Corrie House has a Rights Respecting ethos. Both groups were responsible for their own group rules and were asked to respect the house and its other users by leaving it in a clean and tidy state at the end of each day.

Teamwork is an integral part of all activities in Corrie House and all pupils feel they are respected for the contribution they make – and become more aware of their unique skills and abilities as the year progresses.

Tuesday group undertook the “Have Your Say” Unit of the Personal Achievement Award , looking at the life of Gandhi

and reflecting on how they can seek to “be the change you want to see in the world”.

Responsible

(taking an active role within their schools and communities)

- ❑ Learners become more responsible as a result of coming to Corrie House.

Pupils undertook responsibility for a range of event throughout the year, developing valuable skills as a result.

Tuesday Group ran a Hot Roll Café providing breakfast to the staff and pupils of Isobel Mair School. Thursday Group designed and hosted a Haunted House experience as part of the Isobel Mair School Halloween Celebrations. Both groups took responsibility for managing their own budgets over the year in order to raise funds for social events and trips.



Included

(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)

- ❑ Learners are/feel more included.

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 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.





Isobel Mair Family Centre

In May 2015 we received an unannounced Care Inspectorate inspection. We were all delighted to receive verbal feedback and a final report with all awarded grades as 'very good' with no requirements or recommendations.

Safe

(protected from harm abuse, neglect or harm)

- ❑ Maintaining the high percentage of parents reporting their children feel safe and cared for in our Family Centre.
- ❑ Maintaining the high percentage of children who report they feel safe and cared for in our Family Centre (children consulted through child centred questionnaires)
- ❑ Maintaining the high percentage of staff agreeing that they are aware of the school's procedures for protecting children.
- ❑ The current snack arrangements will meet guidance standards in line with infection control and better support social skills and independence.

An imaginative variety of safety awareness themed role play learning experiences, including the hospital and a construction site were planned jointly between children and staff to raise safety awareness and further develop children's understanding.



The Care Inspectorate commented "We found that children were really interested in this area and really quite knowledgeable about hospitals and the different roles of the staff who worked within them. It was clear that this area sustained children's interests during the course of the inspection."

"I'm learning about bones"

Healthy

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

- ❑ A positive culture in health and wellbeing continues to permeate the Family Centre.
- ❑ An improvement in the percentage of young children reaching all of the expected developmental outcomes at 27 – 30 month assessment and on entry to primary school.

Children have developed a good awareness of what it means to be healthy and how to live a healthy lifestyle, making healthy choices and developing healthy lifetime habits.



From growing our own vegetables to rambling through the forest, we ensure all our children and families are supported to make healthy choices.



Achieving

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

An ethos of high expectations and achievement across all playrooms.

- ❑ An improvement in the readiness of children to start learning.
- ❑ A curriculum which enables all children to be successful, confident, responsible and effective in their nursery and community.
- ❑ Increased opportunities to enable children to celebrate personal achievements.



Children have celebrated their own achievements in a variety of ways, including taking part in World Book Day celebrations dressing as their favourite story book character. Children also celebrated their success at enterprise when participating in the Mair Trade event and through designing and selling custom made reusable shopping bags.

‘Promoting, recognising and celebrating achievement are outstanding features of learning in Isobel Mair School and Family Centre. In the Family Centre, staff have developed very effective ways of celebrating children’s achievements.’

Education Scotland Joint Inspection 2014

“Selling our Eco Art”

Nurtured

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

- ❑ Higher levels of parental achievement engagement in their children’s learning and in the life of the Family Centre
- ❑ Enhanced experiences for under 3s
- ❑ Having achieved both Bronze (Family Friendly) and Silver (Family Centred) awards we will continue to work towards Gold (Family Focused) accreditation
- ❑ An increase in the percentage of families attending family learning events ongoing within the centre and within the local community
- ❑ Continuation of a culture based on Getting it Right for Every Child and use of wellbeing indicators to drive improvement across FC and partner agencies
- ❑ Children and young people with ASN will continue to be fully supported in the Centre



Working alongside Family Learning Services staff at IMFC piloted the Cardboard Box Storytellers workshop. This was a huge success and we hope parents will continue to attend. In addition staff host regular coffee and chat sessions, curriculum evening events, Hanen workshops and many open day events. All of which have been well attended by parents.

‘This is a very good nursery for my daughter. She is not only looked after but also nurtured and loved. The staff are very supportive and understanding...’

Parent Comment

Active

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

- ❑ Children’s experiences support them to develop their personalities and talents to their fullest potential.
- ❑ An increase in participation in cultural and sporting activities.



‘Children were keen to share their achievements with staff and staff were enthusiastic to hear and celebrate these.’

Care Inspectorate Report May 2015



Children are very active participants at IMFC and are fully included across all aspects of their care and learning. Staff gather information about each child’s likes, interests and stages of development in advance and plan accordingly for them coming to the centre.

Respected

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

- ❑ Children’s experiences support them in developing an understanding of the importance of treating others fairly and with respect.
- ❑ Learners’ experiences support them in developing an understanding of the importance of equality and fairness.
- ❑ An increase in the number of parents reporting that they are actively involved in setting priorities for the centre.



“I’m helping my friend.”



Children have many opportunities to think, plan, share, implement, assess and evaluate their ideas. Collaborative working on large scale learning experiences helps support children to develop their skills in self and peer assessment and increases awareness of fairness and equality.

‘The children approach tasks with curiosity and enthusiasm. Many show sustained concentration and persevere with tasks.’

Responsible

(taking an active role within their schools and communities)

- ❑ Learners' experiences support them to develop knowledge, understanding and the skills for life and active participation in global multicultural society and Scotland's place in it.
- ❑ Continuation of a culture of self-valuation and continuous improvement across the Centre.
- ❑ Resources which lead to improvements for children and service users.
- ❑ Resources which lead to improvements for learners and service users.
- ❑ A skilled and confident workforce.



Developing skills to support lifelong learning: thinking critically, sharing ideas, problem solving, making plans and risk assessing our playwith a little help at times!



"During our time at the service, we observed happy, confident children who were enthusiastic in their learning."

Care Inspectorate report May 2015

Included

(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)

- ❑ An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.
- ❑ Continue to build on existing partnerships to ensure that all children experience a smooth transition from nursery into primary schools.



Children are included in every aspect of care, learning and education at Isobel Mair Family Centre. There is an evident ethos that recognises, promotes and celebrates diversity, ensuring that all members of the learning community feel safe, valued, included, respected and treated fairly.



"Look! I can write my own name now!"

Sensory Support Service

Safe

(protected from harm abuse, neglect or harm)

- ❑ Maintaining the high percentage of parents reporting their children feel safe and cared for in our schools

“The HI teacher has been a tremendous support to the pupils, their families and the staff at St.John’s. The teacher ensures the needs of each child is continually monitored and maintains regular contact with the school to ensure that and follow up is completed. DHT

Healthy

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

- ❑ Continue to support children and young people develop their mental, emotional and social wellbeing.



“The support pupil have received at Mearns Castle from the SSS has been effective in supporting their needs. They are extremely approachable and proactive – they respond quickly to any concerns and questions and are always happy to deliver training and advice.”

PT Learning Support

Achieving

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

- ❑ A curriculum which enables all children and young people to be successful, confident, responsible and effective in school, their work and their community.

“Really pleased with all the support and staff involved in my son’s wellbeing, ensuring that he has the same chance at success as other more able bodied children”
Parent Quote



Nurtured

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

- ❑ A multi-agency approach will continue to meet the needs of children and young people with HI / VI.

“The HI Teacher has been supportive in the transition of pupils, willing to spend time with pupils, monitor there hearing impairment and its impact on learning, consult with SfL teachers and to talk with a range of subject teachers to pass on effective strategies” PT Learning Support

Active

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

- ❑ 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. They will also be encouraged to join in activities with other hearing or visually impaired pupils through contact with voluntary organisations.

Pupils with a hearing loss have participated in school based sports teams, clubs and school trips alongside their peers. Sensory Support Service has facilitated a Friendship club for pupils with VI and HI within East Renfrewshire. Secondary pupils with a hearing loss have attended the Secondary Learners Conference organised by NDCS and Education Scotland providing an opportunity to interactive with peers with a hearing loss from different local authorities. Secondary pupils with HI also participated in the West of Scotland Deaf Children’s Secondary Football tournament with a joint team consisting of pupils from East Renfrewshire and Ayrshire. Parents and pupils are provided with information regarding West of Scotland Deaf Children’s Society youth club events. Similar information about external events is emailed or tweeted on the Sensory Support Service twitter account.



Respected

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

- ❑ Children and young people with HI / VI will continue be given opportunities to discuss with SSS of ways to improve the service and / or their school experience.

“The expertise in the SSS allows the teacher to evaluate the needs of pupils within the secondary environment and advise secondary staff accordingly regarding specialist equipment and / or practicalities with a classroom setting.” PT Sfl

Responsible

(taking an active role within their schools and communities)

- ❑ CLPL programme to support mainstream staff support learners to be included in mainstream classes / placements/ lessons. Very positive evaluations and feedback.

“In the past the HI teacher has provided in-service to staff on hearing impairment, I benefitted recently from the input at the dyslexia advisor’s forum.” DHT



Included

(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)

- ❑ A skilled and confident workforce.
- ❑ Children and young people with HI / VI will develop friendship with others with similar needs to themselves.

“Getting it right for me report was a good and useful to read as it’s from my son’s perspective”

Parent Quote

Data on leavers’ destinations was not available at the time of writing: however, this will be added as soon as it is available.

- ❑ 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 including Jamaica, Cambodia and Israel.
- ❑ 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, 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 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.

What is our capacity for improvement?

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 2015 – 2016

- ❑ Ensure that everything we do is in conjunction with the 5 capacities, the local improvement plan and the Single Outcome Agreement
 - **Learning provision**
- ❑ Everyone Achieving , Everyone Attaining through Excellent Experiences will be promoted and celebrated
 - **Success and Achievements**
- ❑ To continue to develop and refine our curriculum in line with Curriculum for Excellence and ERC Skills Framework and in particular the growth of skills in assessment and moderation
 - **Learning Provision**
- ❑ 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, HGIOS 4, GIRFEC, and relevant legislation.
 - **Learning provision**
- ❑ To further develop partnership working with parents, local community and other agencies including colleagues within the Eastwood Cluster and across other ERC schools as appropriate
 - **Success and Achievements**
- ❑ To reinforce a culture where staff feel able and confident to take lead roles within and beyond the classroom and to ensure that those with leadership responsibilities across all aspects of our school undertake formal leadership CLPL as appropriate.
 - **Leadership and Management**
- ❑ To build a confident young workforce by extending work experience opportunities and training programmes
 - **Success and Achievements**

During session 2015 – 2016 our Vision statement will be:

Together we can Get it Right for Every Child