

# Standards and Quality Report Isobel Mair

2017 / 2018



***Everyone Achieving, Everyone Attaining through Excellent Experiences***

## CONTENTS

Context of the school .....	3
Improvement PPlan Priorities .....	3
Methods of Gathering Evidence:.....	4
How good is our leadership and approach to IMPROVEMENT? Very good.....	5
How good is THE QUALITY OF CARE AND EDUCATION WE OFFER? Very good.....	6
How good are we at ensuring the best possible outcomes for all our children / learners? Very Good .....	7
What is our capacity for continous improvement? Very Good .....	8
LEAVERS' DESTINATIONS JUNE 2018 .....	9
SQA Summary of Results 2017/2018.....	9
BGE Summary of Results 2017/2018 .....	10
School Improvement Priorities 2018-2019 .....	11

## CONTEXT OF THE SCHOOL

Isobel Mair School and Family Centre are located within a specially designed building providing access to a high quality learning environment and resources. Together they cater for children and 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 aged 3 and 4. Children attending the Family Centre either live in the direct catchment area of the Family Centre or have been given a priority placement at the centre because an additional support need or vulnerability has been identified. Children transition to their local catchment schools or Isobel Mair School. In addition to the main campus, there is currently provision for 3 senior classes within Woodfarm High School.

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

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

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

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

We provide an extended school day service which is available currently for up to 15 children and young people. The service is registered with the care inspectorate and childcare vouchers can be used in part or whole payment of the service.

## IMPROVEMENT PLAN PRIORITIES

**Our Main Priorities for 2017 / 2018 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)**

The 2017 – 2018 School Improvement Plan was taken forward by the following Quality Teams

- Learning and Teaching
- Pedagogies
- Complex Needs (*Loch Ness*)
- Achievement and Attainment (*BGE / Senior Phase / Assessment and Moderation*)
- ASD
- Learning Pathways (assessment toolkit and curricular maps)

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

## METHODS OF GATHERING EVIDENCE:

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

- Results of SQA moderation.
- SMT have termly Learning Conversations with teaching staff.
- Regular classroom visits by SLT.
- 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:

- Staff responses to an audit of questionnaires, May 2018
- Parent responses to questionnaire 'How well are we doing?' May 2018
- Pupil responses to questionnaire, May 2018
- Regular discussions with link Quality Improvement Officer.
- Evaluation of the Inclusion Support Service at IMS, May 2018
- Care Inspectorate Inspection Report 2017

**NIF PRIORITY**

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people’s health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**SCHOOL PRIORITIES**

1,5, 9

**NIF DRIVER**

School leadership, Teacher professionalism, Our Priorities, School Improvement

**LOCAL IMPROVEMENT PLAN – EXPECTED OUTCOME / IMPACT**

Everyone Attaining, Everyone Achieving and Excellent Experiences

**PROGRESS, IMPACT AND OUTCOMES**

1 Improve attainment and achievement and through a range of teaching and learning quality teams (delivering excellence and equity in Scottish education)  
 5 To make improvements in achievement and attainment through an Inclusive Communication Environment supporting the needs of young people in school and to support local community in their increased understanding of Alternative and Augmentative Communication.

9 Through the Eastwood cluster improvement plan staff from across the school and family centre will contribute and support the cluster improvement priorities

10 Make improvements in the Family Centre to ensure high quality experiences for all children , supporting positive child development and helping children to develop their physical, cognitive and social skills, including their ability to self – regulate

Staff engage regularly in professional dialogue to develop collective understanding. Throughout the year through INSET days, twilight sessions, collegiate development work and through various partnerships. IMS and FC has a range of effective systems and structures to facilitate regular collegiate working. CLPL is recorded and the impact is measured using a school developed CLPL matrix. This is also used to support the teachers’ professional update and PRD for all staff. Staff are confident in discussing how they have improved their practice because of their professional learning activities. Staff ensure that there is an impact on learners successes and achievements and the collaborative approach to self-evaluation for self- improvement. ‘You said, we did’ parental and pupil evaluations ensure transparency of information.

**NEXT STEPS**

SIP 1 & 5 & 10 – School Improvement Groups will drive priorities across 8 themes

1 Learning Pathway Toolkit, 2 Physical Education, 3 Digital Learning, 4 Self Evaluation for Self Improvement (HGIOS4), 5 Literacy with a focus on Reading – Curriculum Development

6 Playful Pedagogy, 7 Sustainability, 8 Rights Respecting Schools, 9 Family Centre

SIP 9 – Cluster Transition thematic Review, membership of Cluster improvement groups

**HOW GOOD IS THE QUALITY OF CARE AND EDUCATION WE OFFER?****VERY GOOD****NIF PRIORITY**

- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**SCHOOL PRIORITIES**

2,4,7 &amp; 11

**NIF DRIVER**

Parental Engagement, Teacher Professionalism

**LOCAL IMPROVEMENT PLAN – EXPECTED OUTCOME / IMPACT****Everyone Attaining, Everyone Achieving and Excellent Experiences****PROGRESS, IMPACT AND OUTCOMES**

2 In Partnership with Physiological Services the school will build capacity through a range of different approaches including VIG / Mellow Ability / professional dialogue and intensive interaction (responsive communication)

4 Improve and extend the range of moving images used to support learning experiences

7 Develop activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing using the pupil equity fund

11 Improve the Extended School Day Service to extend the learning opportunities for children and young people who attend the service

Building Capacity across a range of different approaches has led to an improvement in learners experiences. Feedback from parents, young people and staff have shown that there has been an improvement in learners experiences, our BGE results have improved significantly this session.

Building Capacity for parents through Mellow Ability has provided the opportunities for parents to learn together and grow in confidence through a range of workshop related activities. The Extended School Day Service attained 2 'very goods' on its first review and we will continue to build on those strengths.

**NEXT STEPS**

SIP 2,7 & 11 Continue into next sessions SIP, developing and strengthening partnerships and parental support to ensure the best possible outcomes for our young people. The Extended School Day Service will build on the existing strengths and make improvements across the service.

**NIF PRIORITY**

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people’s health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**SCHOOL PRIORITIES**

3,8,12

**NIF DRIVER**

Performance Information, Assessment of children’s progress

**LOCAL IMPROVEMENT PLAN – EXPECTED OUTCOME / IMPACT**

Everyone Attaining, Everyone Achieving and Excellent Experiences

**PROGRESS, IMPACT AND OUTCOMES**

3 Make new and strengthen existing partnerships to improve outcomes for learners

8 To raise attainment and close the attainment gap through the proven strategy of engaging with families

12 The Sensory Support Service will continue to make improvements to build capacity in schools across East Renfrewshire to improve the learning experience for children and young people with a VI / HI. The Home Visiting Teacher will continue to make improvements and support children and families with greatest need across East Renfrewshire - a sample of the parent survey

10. My child is making good progress at the school

[More Details](#)



9. The school supports my child’s emotional wellbeing

[More Details](#)



20. I am satisfied with the quality of teaching in the school

[More Details](#)



1. My child likes being at this school

[More Details](#)



**NEXT STEPS**

SIP 3,8 DYW will continue to be a priority within the school and family centre. With support from SDS, the Careers Education Standard and enhancing the school /employer partnership. Our PEF funding has been reported in a separate report stating spend, goals and outcomes. We are making progress through a range of PEF funded projects and these are having a significant positive outcome for our young people.

SIP 12 – This targeted support provides teachers’ expertise to support young people with a Visual impairment and or Hearing Impairment across ERC

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.

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.

QUALITY INDICATOR	SCHOOL SELF-EVALUATION	FAMILY CENTRE EVALUATION	INSPECTION EVALUATION (FC) CARE INSPECTORATE (SEPT 2017)
1.3	<b>Very Good</b>	<b>Very Good</b>	Quality of care and support 6 - Excellent Quality of environment 6 - Excellent
2.3	<b>Very Good</b>	<b>Very Good</b>	
3.1	<b>Very Good</b>	<b>Very Good</b>	
3.2	<b>Excellent</b>	<b>Excellent</b>	



## LEAVERS' DESTINATIONS JUNE 2018

Leaver 1	West College Scotland Development Course
Leaver 2	West College Scotland Development Course
Leaver 3	West College Scotland Development Course
Leaver 4	City of Glasgow Transitions
Leaver 5	City of Glasgow Supported Baking
Leaver 6	South Lanarkshire College Life Choices
Leaver 7	South Lanarkshire College Life Choices
Leaver 8	South Lanarkshire College Life Choices
Leaver 9	Individual Independent Living Package with support
Leaver 10	Individual Independent Living Package with support

## SQA SUMMARY OF RESULTS 2017/2018

Level	Subject	Number of Passes (+/- last session results) 2016/2017	Number of Passes (+/- last session results) 2017/2018
National 1 Awards	Personal Achievement	3(-3)	7(+4)
National 2 Courses	Lifeskills Maths	2 (+1)	0(-2)
	P.E.	11 (+11)	0(-11)
	English		8(+8)
	Science		16(+16)
	Food, HWB		8(+8)
	Business in Practice		10(10)
National 2 Awards	Scottish Studies	10 (+6)	0(-10)
National 3 Courses	Lifeskills Maths	3 (-1)	6(+3)
	English	3 (-1)	6(+3)
	Science	3 (-1)	0(-3)
	Computing	3 (-1)	0(-3)
	Hospitality	4 (+4)	0(-3)
National 4 Courses	Hospitality		8(+8)
National 1 Units	Various	152 (+78)	79(-73)
National 2 Units	Various	147 (+117)	121(-26)
National 3 Units	Various	42(+19)	31(-11)

**BGE SUMMARY OF RESULTS**

<b>Session</b>	<b>LIT&amp;ENG</b>	<b>MNU</b>	<b>HWB</b>	<b>% of targets met</b>
<b>2013 - 2014</b>	99.5%	99.5%	99.75%	99.6%
<b>2014- 2015</b>	96.4%	99.75%	98.3%	96.8%
<b>2015-2016</b>	96.75%	93.75%	95.91%	95.47%
<b>2016-2017</b>	93.44%	92.44%	88.93%	91.6%
<b>2017 -2018</b>	96.73%	94.40%	96.20%	95.78%

**Key Strengths**

- **Attainment in the senior phase has increased overall again this session.**
- **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 Leadership Team and staff in setting the pace of learning, monitoring pupils’ progress and agreeing individual next steps.**
- **Career Long Professional Learning (CLPL) is offered in response to needs identified in school or by individuals. Staff have participated in a range of training in order to meet pupils needs, e.g. TEACCH, PECS and Intensive Interaction. Overall, staff are well trained and have highly developed skills to be able to carry out their job to a very high quality.**
- **Senior Leaders 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 young people when required.**
- **The Sensory Support Service contributes positively to the authority CLPL programme for mainstream staff e.g. VI Awareness Training, Cochlear Implant and Hearing Loss and Auditory Processing Disorder(APD) All INSET sessions have been very highly evaluated by participants.**
- **Corrie House has an inclusive ethos and our pupils, who often feel socially isolated, benefit from being part of a small group of peers engaged in meaningful and relevant learning experiences. Good friendships were built in Corrie House this year and were carried on through social events at Isobel Mair School, the Residential weekend at Lochgoilhead and outside school.**
- **The school supports a wide range of opportunities visits for NQTs, Education Students, S4 work experience, S6 Volunteers, Community Volunteers from various schools, Colleges, Universities and the local community.**

## SCHOOL IMPROVEMENT PRIORITIES 2018-2019

The full 2018/2019 Improvement Plan will be available August 2018 on our school website

- 1 Improve attainment and achievement through a range of teaching and learning school improvement groups (delivering excellence and equity in Scottish education)
- 2 In Partnership with Psychological Services the school will build capacity by a range of different approaches including VIG / Mellow Ability / professional dialogue and intensive interaction (responsive communication)
- 3 Make new and strengthen existing partnerships to improve outcomes for leavers (DYWS)
- 4 To become sector leading (ASN) within learning for sustainability
- 5 To make improvements in achievement and attainment through an Inclusive Communication Environment supporting the needs of young people in school and to support the local community in their increased understanding
- 6 To be sector leading in the creative use of digital technology to support all aspects of teaching and learning (Enhancing Learning through the use of digital technology)
- 7 Develop activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing using the Pupil Equity Fund (National Improvement Framework)
- 8 To raise attainment and close the attainment gap through the proven strategy of engaging with families
- 9 To build capacity within mainstream schools to support young people with additional support needs through CLPL and through providing appropriate supports through a range of different strategies.
- 10 Through the Eastwood cluster improvement plan staff from across the school and family centre will contribute and support the cluster improvement priorities, undertake a thematic transition review (ERC)
- 11 Make improvements in the Family Centre to ensure high quality experiences for all children , supporting positive child development and helping children to develop their physical, cognitive and social skills, including their ability to self – regulate (Blue Print for 2020)
- 12 Improve the Extended School Day Service to extend the learning opportunities for children and young people who attend the service
- 13 The Sensory Support Service will continue to make improvements to build capacity in schools across East Renfrewshire to improve the learning experience for children and young people with a VI / HI. The Home Visiting Teacher will continue to make improvements and support children and families with greatest need across East Renfrewshire